

Spanish KS3 Assessment – BRONZE

Year9

Throughout Key Stage 3, students develop their grammatical knowledge, vocabulary, as well as their linguistic competence. The national curriculum for languages aims to ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources
- 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
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied

See the link below for more details:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239083/SECONDARY_national_curriculum_-_Languages.pdf

Students are taught the same topics with a particular focus on two skills per half-term, as detailed below.

Overview	Knowledge: What will they Learn?	Skills: Understanding - what will they be able to do?	Literacy - Key Terminology	Assessment
Autumn Term 1 “ Somos así ”	Talking about things I like Talking about my week Talking about films Talking about a birthday Talking about life as a celebrity	Listening & reading: Listen to likes and dislikes in the present tense. Listen for specific activities and exclamations. Read short texts about likes and dislikes and find phrases in Spanish. Listen to a song with new verbs in the present tense. Listen to people talk about what they like to do and when. Read song lyrics about activities during the week. Read short texts about what people do and answer questions about time and frequency of these activities in English. Listen to types of films being discussed. Listen to an interview about cinema going habits.	Definite article with opinions present tense of <i>ser</i> (full paradigm) present tense of regular <i>-ar</i>, <i>-er</i> and <i>-ir</i> verbs (full paradigm) irregular verb <i>ir</i> (full paradigm) The near future tense	Listening and speaking DMT (150 words)

		Listen to people talking about how they are going to celebrate their holidays. Listen to people talk about celebrations; listen for specific details. Read tweets about how people are going to celebrate their holidays. Read short texts about people describing their birthday plans and answer questions. Speaking: Express likes and dislikes and react with exclamations. Ask questions about weekly activities and answer according to the song. Give a presentation about my activities during the week. In groups, talk about films and their genre. Take part in a survey about cinema going habits.		
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		In pairs, create long sentences about birthday celebrations. In pairs, talk about fictitious birthday celebrations. Writing: Write about likes and dislikes from the point of view of a celebrity. Complete and write a personal profile. Unjumble phrases about regular activities. Write a presentation about my week. Respond to a survey about cinema going habits. Write a short text about how often I go to the cinema, which types of films I like and my favourite actor. Write sentences in the near future tense using prompts.		
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		Describe my plans for a birthday celebration using the near future tense.		
Autumn Term 2 “Orientate”	Saying what I have to do at work Saying what job I would like to do Saying what I did at work yesterday Describing my job Checking for accuracy and looking up new words	Listening & reading: Listen to people talk about what job they do. Use expressions to give opinions. Listen to people talk about what they do at work. Listen to two people talking saying what job you would like to do. Listen for specific adjectives. Listen to people describing their character and preferred jobs. Listen to people describing what they did (at work). Listen to a tourist guide describing his job. Listen to a song about a designer and journalist describing a day at work. Speaking: Make dialogues about jobs.	<i>Tener que</i> + infinitive Adjective agreement Preterite tense of regular verbs Using the present and the preterite together The verb <i>ir</i> in the preterite tense	Listening & reading DMT (150 words)

		Take part in an interview about what job I would like to do. In pairs, talk about my character and preferred job. In pairs, talk about what I did yesterday. In pairs, take part in an interview about a typical day at work. Writing: Write a short job profile for a waiter. Write two profiles describing people's characters and preferred jobs. Describe my fictitious day at work in the preterite. Write an interview with an air hostess. Complete sentences with the indefinite article. Translate words, phrases and short texts about work into Spanish.		
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Progress check	What measurable criteria will you use to determine who is Above Expected, Expected, Below Expected, Cause for Concern? Above Expected: +70% Expected: 50-70% Below expected: 30-49% Cause for Concern: -30%			
Spring Term 1 "En Forma"	Talking about diet Talking about an active lifestyle Talking about my daily routine Talking about ailments Talking about getting fit	Listening & reading: Listen to people talk about what they eat/drink and decide whether they have a healthy/unhealthy diet. Listen to a recording and identify expressions of frequency. Listen to people talk about what they do to keep fit and listen for key language (day of the week and type of sport). Listen to people talk about their lifestyle, using stem-changing verbs (<i>jugar, preferir</i>). Find the Spanish equivalent of English phrases. Listen to girl talk about her daily routine and her passion for swimming.	Expressions of frequency Negatives Stem-changing verbs Reflexive verbs Me duele(n) <i>ser</i> and <i>estar</i> (no) se debe	Listening and reading DMT (Translation into Spanish)

		Listen to a song about a fitness fanatic daily routine and answer questions. Listen to an interview with an athlete and complete phrases in Spanish. Listen to people talk about ailments. Listen to a girl talk about ailments and decide whether she is using verb <i>ser</i> or <i>estar</i>. Listen to advices about how to get fit. Listen to a girl addicted to chocolate and complete sentences. Speaking: In pairs, create dialogues using negatives and expressions of frequency. In groups, pupils talk about eating habits. In pairs and based on prompts, pupil create dialogues about how		
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		to keep fit using stem-changing verbs. Make a presentation. In pairs and based on prompts, produce sentences using reflexive verbs. In pairs, pupils play a chain game telling what hurts (they need to add another part of the body each time). Give fitness advice, using <i>se debe</i> or <i>no se debe</i>. Make a presentation, saying why I need to keep fit, what I am addicted to, when/how often I eat/drink junk food/fizzy drinks, what I should/shouldn't do & what I am going to do to get fit. Practice pronunciation. Give a presentation about my diet, exercise and daily routine. Writing: Write a text about my diet, saying what I do/do not eat and why (<i>en mi opinión..., creo que...</i>). Write a short text saying what you do to keep fit, using stem-changing		
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		verbs and expressions of frequency. Unjumble sentences and translate into English. Write a text to describe my daily routine. Pretend I am a hypochondriac and write a diary entry. Look at abbreviated sentences and write them out fully. Write resolutions to health problems.		
Spring Term 2 “Jóvenes en acción”	Talking about children’s lives Talking about children’s rights Talking about journeys to school Talking about environmental issues Writing about raising money for charity	Listening & reading: Listen to children talk about their life. Match phrases to photos. Listen to children talk about their nationality, country and daily routine and complete a table with key information. Listen to children talk about their rights and match speakers to pictures. Listen to a recording and choose the correct answer to questions.	Third person present tense <i>Poder</i> (full paradigm) The comparative Present tense of regular and irregular verbs	Listening and reading DMT (speaking)

		Listen to children talk about their journey to school and match captions to pictures. Listen to a recording and fill in a table with the correct information. Talking about environmental issues Speaking: In pairs, make a dialogue about a teenager from Argentina or Spain. In pairs, make dialogues about journeys to school using the comparatives. Based on information from a previous exercise, describe the journey to school of two kids and their plans for the future. Sing a rap on environmental issues. In pairs, play noughts and crosses and practice the 'we' form of verbs. Writing:		
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		Based on prompts, write sentences about children's lives using the he/she/it form of the verb. Translate into Spanish sentences about children's lives. Write an article about the rights of an imaginary boy from Colombia. Based on prompts, write a presentation about what their own school does to help the environment. Write an article to say what you do every year to raise money, who you raise funds for and what you did last year for charity.		
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Summer Term 1 "Una aventura en Madrid"	Meeting and greeting people Talking about a treasure hunt Describing a day trip Discussing buying souvenirs	Listening & reading: Listen to a recording on meeting and greeting people and follow the dialogue in the pupil book.	The verb <i>tener</i> The superlative Preterite tense of irregular verbs The comparative different words for 'you'	DMT (Speaking)

	Discussing the final day of a visit	Listen to a dialogue about two Spanish teenagers doing a treasure hunt in Madrid. Listen to a recording and note down the place and the activity in the correct order. Listen to a boy talk about his visit to the zoo and put photos in the correct order according to what they hear. Listen to people talk about their favourite day. Listen to a couple of girls buying souvenirs and giving opinions. Listen to people talk about their plans for tomorrow. Look for the Spanish equivalent of English phrases. Read a treasure hunt in Madrid and match a place with an activity. Look at a list of English verbs on a day trip and find the Spanish equivalent in the text. Read a text and note down opinions on souvenirs.	The present, the preterite and the near future tense of regular verbs	
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		Speaking: In pairs and based on prompts, make a dialogue using expressions with <i>tener</i>. In pairs invent a treasure hunt and make a dialogue. Based on images, describe your favourite day. In pairs and based on images, make six dialogues and discuss buying souvenirs. In pairs, create two dialogues about what you are going to do in Madrid tomorrow. Writing: Write 4-5 sentences about what there is in my town Write a short paragraph using the near future tense and sequencers		
Summer Term 2	Revision in preparation for the end-of-year assessments <i>Project 1:</i> <i>Así soy yo:</i> <i>Writing a rap about yourself</i>	Writing: Write a rap with and without prompts Speaking: Pair up phrases that rhyme.	Consolidate the key vocabulary to give personal information	End-of-year assessments (4 skills)

	<i>Project 2:</i> <i>Un monólogo divertido</i> <i>Project 3</i> <i>Una rutina de baile</i>	Read sentences that rhyme out aloud. Make a video or presentation of a rap. Listening & reading: Listen to and complete a job profile of a ghost surgeon. Writing: Invent a character and complete a profile card in Spanish. Write a comic monologue based on that character. Listening & reading: Listen to a dance routine. Listen to a song and fill in the gaps. Speaking:		
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	<i>Project 4:</i> <i>Las historias que contamos</i>	Give instructions to produce a dance routine using the imperative. In groups, present a dance routine. Writing: In groups and based on prompts, write a dance routine (choose some music, think about the rhythm, fit 4-6 instructions to the music and rehearse). Listening and Reading: Listen to <i>Ayaymama</i>, a Peruvian folk tale. Find the Spanish equivalent of English phrases in a story. Look at pictures illustrating the story of <i>Cinderella</i> and match them to phrases. Speaking: In groups and based on prompts, discuss and give opinion about the <i>Ayaymama</i> story. Writing:		
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	<i>Project 5:</i> <i>¡Eres guía turístico!</i>	In groups and based on prompts, write a short story for children about <i>Jack and the Beanstalk</i>. Include key information on their story, such as where/when?, who/what?, doing what? Listening and Reading: Listen to a tour guide in Buenos Aires and write down the letter of the attraction he is talking about. Listen to and read the descriptions of tourist attractions and match each one to a photo. Speaking: In pairs, invent a tourist commentary about Buenos Aires. Record an audioguide. Writing: In pairs and based on prompts, write an audio commentary for a tour bus.		
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