

Year 9 Pathway G		SPANISH	Listening	Speaking
GRAMMAR Understand & use: <u>6th step</u> The preterite tense of common irregular verbs (hacer, tener, ver) and stem-changing verbs (jugar, sacar) The present tense of poder Se puede + infinitive Se debe/No se debe + infinitive The imperative (tu form only) The present tense of reflexive verbs (singular forms only) Three tenses together (present, preterite and near/immediate future) Me duele/Me duelen + noun Demonstrative adjectives: este/esta/estos/estas Questions using a range of question words: ¿quién?, ¿adónde?, ¿por qué?, ¿cuándo?, ¿cuánto?, ¿cuál? Prepositions por and para <u>7th step</u> Direct object pronouns: lo/la/los/las Se debería + infinitive The imperfect tense of haber, tener, estar and ser (3rd person singular only) plus estar and hacer in weather expressions Quisiera Soler + infinitive The different uses of ser/estar Reflexive constructions (se necesita, se habla) Understand only: Use of desde hace with present tense Invariable neuter article lo + adjective (lo fácil, lo bueno, lo mejor, lo justo)			Demonstrate understanding of short and longer passages which include opinions with reasons, a range of basic grammatical structures and reference to the present, the past and the future, spoken clearly (including some grammar up to and including the 6th Step). Transcribe sentences. Deduce meaning and demonstrate understanding of detail in longer passages (including some authentic sources, adapted or abridged) which include a range of at least three different tenses, well-justified opinions and some less familiar, as well as familiar, language and grammatical structures (including some grammar up to and including the 8th Step), spoken clearly.	Take part in longer conversations, expressing and justifying opinions, giving detail and referring to the present, the past and the future. Use a range of common vocabulary and grammatical structures (including grammar up to and including the 6th Step). Demonstrate spontaneity by asking unsolicited questions, and expand answers. Use increasingly accurate pronunciation and intonation. Begin to initiate and develop conversations and narrate events. Use a wide range of common vocabulary and grammatical structures (including some grammar up to and including the 7th Step), referring to the past, present and future. Demonstrate spontaneity by asking unsolicited questions, responding to unexpected questions and expanding answers where appropriate. Use increasingly accurate pronunciation and intonation.
Reading		Writing		
Demonstrate understanding of a range of short and longer texts which include opinions and refer to the present, the past and the future. Read short authentic texts (e.g. adapted adverts, information leaflets, poems and songs). Translate short passages containing a variety of tenses, vocabulary and grammatical structures (including some grammar up to and including the 6th Step) into English. Demonstrate understanding of overall message and key points of a range of texts, including extracts from literary texts, which include a range of at least three different tenses, opinions and some less familiar vocabulary and more complex grammatical structures (including some grammar up to and including the 7th Step). Use processes to work out meaning in a variety of short and longer authentic texts (e.g. emails and short magazine extracts, and adapted or abridged short stories). Translate short passages, containing occasional more complex grammatical structures and less common vocabulary, into English with increasing accuracy.		Write short texts in a range of contexts, giving and seeking information and opinions and referring to the present, the past and the future. Use style and register appropriately in familiar settings. Translate longer sentences containing linked ideas (including some grammar up to and including the 6th Step) into the target language. Mostly accurate and meaning is clear, but with some minor errors (e.g. spellings, genders, agreements) and an occasional major error (e.g. with verbs and tenses). Write longer texts for different purposes and in different settings, giving descriptions, narrations and personal opinions with some justification, referring to the past, present and future. Translate longer sentences containing linked ideas and a variety of vocabulary and grammatical structures (including some grammar up to and including the 7th Step) into the target language. Mostly accurate and meaning is clear, but with some minor errors (e.g. spellings, genders, agreements) and some errors with more complex structures.		

Year 9 Pathway R	SPANISH	Listening	Speaking
<p>Grammar Understand and use: 5th Step The preterite tense of regular -ar, -er and -ir verbs The preterite tense of ir and ser Two tenses together (present and preterite or present and near/immediate future) Me gustaría + infinitive Comparative and superlative adjectives including, mejor, peor, mayor, menor Other negatives: nunca, no... nada Modes of address: tú, vosotros/as, usted, ustedes Past expressions (e.g. el año pasado, el sábado pasado) Indefinite pronouns: algo, alguien Adverbs of time and place (e.g. aquí, allí, ahora, ya) Disjunctive pronouns: conmigo, para mí Indefinite adjectives: cada, otro, todo, mismo, alguno 6th Step The preterite tense of common irregular verbs (hacer, tener, ver) and stem-changing verbs (jugar, sacar) The present tense of poder Se puede + infinitive Se debe/No se debe + infinitive Tener que and hay que + infinitive The imperative (tu form only) The present tense of reflexive verbs (singular forms only) Three tenses together (present, preterite and near/immediate future) Me duele/Me duelen + noun Demonstrative adjectives: este/esta/estos/estas Questions using a range of question words: ¿quién?, ¿adónde?, ¿por qué?, ¿cuándo?, ¿cuánto?, ¿cuál? Prepositions por and para</p>		<p>Demonstrate understanding of a range of short passages which include opinions with basic reasons, details and reference to either the present and the past, or the present and the future, spoken clearly (including some grammar up to and including the 5th Step). Transcribe short sentences.</p> <p>Demonstrate understanding of short and longer passages which include opinions with reasons, a range of basic grammatical structures and reference to the present, the past and the future, spoken clearly (including some grammar up to and including the 6th Step). Transcribe sentences.</p>	<p>Take part in short conversations on a range of topics, describing, informing, expressing opinions and giving reasons. Demonstrate spontaneity by asking some unsolicited questions. Refer to the past or future, as well as the present, using a range of familiar vocabulary and common grammatical structures (including some grammar up to and including the 5th Step). Use increasingly accurate pronunciation and into nation.</p> <p>Take part in longer conversations, expressing and justifying opinions, giving detail and referring to the present, the past and the future. Use a range of common vocabulary and grammatical structures (including grammar up to and including the 6th Step). Demonstrate spontaneity by asking unsolicited questions, and expand answers. Use increasingly accurate pronunciation and intonation.</p>
<p>Reading</p>		<p>Writing</p>	
<p>Demonstrate understanding of a range of short and longer texts which include opinions and refer to the past or future as well as the present. Use processes to work out meaning in short authentic texts (e.g. adapted adverts, poems and songs). Translate longer sentences into English, showing awareness of familiar grammar (including some grammar up to and including the 5th Step), especially tenses.</p> <p>Demonstrate understanding of a range of short and longer texts which include opinions and refer to the present, the past and the future. Read short authentic texts (e.g. adapted adverts, information leaflets, poems and songs). Translate short passages containing a variety of tenses, vocabulary and grammatical structures (including some grammar up to and including the 6th Step) into English.</p>		<p>Write short texts giving and seeking information and opinions, referring to the past or future as well as the present. Translate longer sentences (including some grammar up to and including the 5th Step) into the target language. Mostly accurate and meaning is clear but some minor errors (e.g. spellings, genders, agreements) and some errors (e.g. with verbs and tenses).</p> <p>Write short texts in a range of contexts, giving and seeking information and opinions and referring to the present, the past and the future. Use style and register appropriately in familiar settings. Translate longer sentences containing linked ideas (including some grammar up to and including the 6th Step) into the target language. Mostly accurate and meaning is clear, but with some minor errors (e.g. spellings, genders, agreements) and an occasional major error (e.g. with verbs and tenses).</p>	

Year 9 Pathway O	SPANISH	Listening	Speaking
Grammar Understand and use: The preterite tense of regular -ar, The preterite tense of common irregular verbs (hacer, tener, ver) and stem-changing verbs (jugar, sacar) The preterite tense of ir and ser The present tense of poder Two tenses together (present and preterite or present and near/immediate future) Se puede + infinitive Me gustaría + infinitive Se debe/No se debe + infinitive Comparative and superlative adjectives including, mejor, peor, mayor, menor Tener que and hay que + infinitive Other negatives: nunca, no... nada The imperative (tu form only) Modes of address: tú, vosotros/as, usted, ustedes The present tense of reflexive verbs (singular forms only) Past expressions (e.g. el año pasado, el sábado pasado) Three tenses together (present, preterite and near/immediate future) Indefinite pronouns: algo, alguien Me duele/Me duelen + noun Adverbs of time and place (e.g. aquí, allí, ahora, ya) Demonstrative adjectives: este/esta/estos/estas Disjunctive pronouns: conmigo, para mí Questions using a range of question words: ¿quién?, ¿adónde?, ¿por qué?, ¿cuándo?, ¿cuánto?, ¿cuál? Indefinite adjectives: cada, otro, todo, mismo, alguno		Demonstrate understanding of a range of short passages which include opinions with basic reasons, details and reference to either the present and the past, or the present and the future, spoken clearly (including some grammar up to and including the 5th Step). Transcribe short sentences. Demonstrate understanding of short and longer passages which include opinions with reasons, a range of basic grammatical structures and reference to the present, the past and the future, spoken clearly (including some grammar up to and including the 6th Step). Transcribe sentences.	Take part in short conversations on a range of topics, describing, informing, expressing opinions and giving reasons. Demonstrate spontaneity by asking some unsolicited questions. Refer to the past or future, as well as the present, using a range of familiar vocabulary and common grammatical structures (including some grammar up to and including the 5th Step). Use increasingly accurate pronunciation and intonation. Take part in longer conversations, expressing and justifying opinions, giving detail and referring to the present, the past and the future. Use a range of common vocabulary and grammatical structures (including grammar up to and including the 6th Step). Demonstrate spontaneity by asking unsolicited questions, and expand answers. Use increasingly accurate pronunciation and intonation.

Reading	Writing
Demonstrate understanding of a range of short and longer texts which include opinions and refer to the past or future as well as the present. Use processes to work out meaning in short authentic texts (e.g. adapted adverts, poems and songs). Translate longer sentences into English, showing awareness of familiar grammar (including some grammar up to and including the 5th Step), especially tenses. Demonstrate understanding of a range of short and longer texts which include opinions and refer to the past or future as well as the present. Use processes to work out meaning in short authentic texts (e.g. adapted adverts, poems and songs). Translate longer sentences into English, showing awareness of familiar grammar (including some grammar up to and including the 5th Step), especially tenses.	Write short texts giving and seeking information and opinions, referring to the past or future as well as the present. Translate longer sentences (including some grammar up to and including the 5th Step) into the target language. Mostly accurate and meaning is clear but some minor errors (e.g. spellings, genders, agreements) and some errors (e.g. with verbs and tenses). Write short texts in a range of contexts, giving and seeking information and opinions and referring to the present, the past and the future. Use style and register appropriately in familiar settings. Translate longer sentences containing linked ideas (including some grammar up to and including the 6th Step) into the target language. Mostly accurate and meaning is clear, but with some minor errors (e.g. spellings, genders, agreements) and an occasional major error (e.g. with verbs and tenses).