

# Spanish Year 9 (25-26): Curriculum Overview



<b>Curriculum intent</b>	<p>Languages at Colne Primet Academy aim to spark curiosity and nurture a love of languages through an inclusive and ambitious curriculum, built around the three key pillars of language learning: vocabulary, grammar, and phonics. These pillars are explored through the four key skills of listening, reading, speaking, and writing, enabling students to make progress and become confident, expressive communicators—both in the target language and in their wider literacy.</p> <p>Cultural knowledge is woven into lessons to promote respect and understanding of the diverse, multicultural world we live in, supporting students to grow into responsible, informed global citizens.</p> <p>Our curriculum is designed to be motivating, enabling learners to see the value of language skills beyond the classroom. Students explore how languages can open doors to exciting opportunities in education, travel, and future careers—broadening their horizons and raising their aspirations.</p>
<b>Spanish Y9 Overview</b>	<p>In Year 9, students explore a wide range of engaging topics across three main themes: media and entertainment, holidays, and future plans. They begin the year learning how to describe and give opinions on music, TV, and film, using comparatives and superlatives. They also recap how to describe people and use this to talk about favourite celebrities and past events such as concerts. In the spring term, the focus moves to holidays, where students learn how to describe where they go, what they do, and how they travel using a range of tenses. In the summer term, students study jobs, chores, money, and aspirations. Vocabulary is sequenced and revisited regularly to build fluency, and phonics continue to be taught explicitly to support accurate pronunciation and confident reading.</p> <p>Students strengthen their grammatical knowledge by developing greater control of the present, preterite, and near future tenses, including regular and irregular verbs across all three conjugations. Students combine multiple tenses in writing and speaking with increasing accuracy. They continue to build more complex sentences using a wide range of connectives, intensifiers, time markers, and opinion phrases.</p> <p>Speaking, listening, reading, and writing skills are developed through regular practice, scaffolded tasks, and model texts. Students hold short conversations, express opinions, and respond in different tenses. They produce extended writing with a clear structure and increased grammatical accuracy. Reading and listening tasks are designed to develop comprehension through increasingly detailed and challenging texts, with a focus on identifying key vocabulary, structures, and verb tenses. Reading aloud continues to support pronunciation, fluency, and decoding skills.</p>

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Week Number	Themes/ Topics	Vocabulary	Grammar	Phonics	Key Assessments
1-6 (Autumn 1)	Music & TV	<ul style="list-style-type: none"> <li>Music genres</li> <li>Opinion phrases</li> <li>TV &amp; Film genres</li> <li>Physical descriptions of people</li> <li>Personality adjectives</li> </ul>	<ul style="list-style-type: none"> <li>Present tense full paradigm of escuchar</li> <li>Opinion verbs with nouns</li> <li>The comparative</li> <li>Present tense full paradigm of ver</li> <li>The superlative</li> <li>Present tense of ser &amp; tener (3rd person)</li> </ul>	<ul style="list-style-type: none"> <li>Vowels (a,e,i,o,u)</li> <li>LI/I</li> <li>Ca/co/cu</li> <li>Cu + vowel</li> <li>Ce/ci</li> <li>Z</li> <li>Que</li> <li>Qui</li> </ul>	Speaking – expressing opinions on Music and TV
7-13 (Autumn 2)	Music & TV Holidays – Present tense	<ul style="list-style-type: none"> <li>Describing a concert in the past</li> <li>Countries</li> <li>Transport</li> </ul>	<ul style="list-style-type: none"> <li>Preterite tense (1st person) of regular verbs</li> <li>Present tense of ir (full paradigm)</li> <li>Present tense of viajar and pasar (full paradigm)</li> <li>Using the verb ir with different prepositions</li> </ul>	<ul style="list-style-type: none"> <li>Ga/go/gu</li> <li>Ge/gi</li> <li>J</li> <li>n/ñ</li> <li>v/b</li> </ul>	Extended written piece – Music & TV  Mid-year assessment- Reading, Listening, Writing
14-18 (Spring 1)	Holidays – Present tense	<ul style="list-style-type: none"> <li>Holiday activities</li> <li>The verb soler</li> <li>Seasons</li> <li>Family members</li> <li>Holiday activities</li> <li>Opinion verbs</li> <li>Adjectives</li> <li>Exclamatives</li> </ul>	<ul style="list-style-type: none"> <li>Soler + infinitive (full paradigm)</li> <li>Regular AR verbs present tense full paradigm</li> <li>Regular ER verbs present tense full paradigm</li> <li>Regular IR verbs present tense full paradigm</li> <li>Opinions and nouns/verbs</li> </ul>	<ul style="list-style-type: none"> <li>R/rr</li> <li>Silent h</li> <li>a/o</li> <li>Ge/gi/j (revisit)</li> <li>e/i/u (revisit)</li> </ul>	Speaking – Holidays in Present tense  Extended written piece – Where I normally go on holiday
19-24 (Spring 2)	Holidays – Past tense	<ul style="list-style-type: none"> <li>Countries</li> <li>Transport</li> <li>Holiday activities</li> <li>Opinion phrases</li> <li>Weather</li> </ul>	<ul style="list-style-type: none"> <li>Preterite tense of ir – full paradigm</li> <li>Regular AR verbs – preterite tense full paradigm</li> <li>Regular ER &amp; IR verbs – preterite tense full paradigm</li> <li>Irregular verbs – preterite tense</li> </ul>	<ul style="list-style-type: none"> <li>Ca/co/cu</li> <li>Cu + vowel</li> <li>Ce/ci</li> <li>Z</li> <li>que/qui</li> </ul>	Reading and listening – understanding texts in different tenses

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			<ul style="list-style-type: none"> <li>Opinion phrases in the past tense</li> <li>Weather in the past</li> </ul>		
<b>25-30 (Summer 1)</b>	Ideal holidays Future plans and work	<ul style="list-style-type: none"> <li>Si clauses</li> <li>Luxury accommodation</li> <li>Jobs</li> <li>Work tasks</li> </ul>	<ul style="list-style-type: none"> <li>Using Si clauses with the conditional tense</li> <li>Forming the regular conditional tense (I form)</li> <li>Using me gustaría, quiero and espero with the infinitive</li> <li>Present tense AR/ER/IR verbs</li> </ul>	<ul style="list-style-type: none"> <li>L/I</li> <li>Ga/go/gu</li> <li>Ge/gi</li> <li>J</li> <li>n/ñ</li> </ul>	Extended written piece – Using three tenses together to talk about holidays
<b>31-38 (Summer 2)</b>	Future plans and work	<ul style="list-style-type: none"> <li>Work preferences</li> <li>Personality verbs</li> <li>Jobs</li> <li>Chores</li> <li>Future plans and ambitions</li> </ul>	<ul style="list-style-type: none"> <li>Using me gustaría, quiero and espero with the infinitive</li> <li>Using si clauses with future wishes</li> <li>Using the impersonal verb hay que</li> <li>Using Tengo que with the infinitive</li> <li>Using the near future tense</li> </ul>	<ul style="list-style-type: none"> <li>Stress patterns and syllables</li> </ul>	<p>End of year assessment</p> <p>Speaking, Writing, Reading, Listening</p>