

Spanish – Year 9

Curriculum Intent

In Year 9, Spanish consolidates and extends students’ linguistic knowledge, enabling them to communicate with greater accuracy, range and independence. Building on secure phonics and grammatical foundations from Years 7 and 8, students deepen their understanding of Spanish sentence structure and verb patterns while working confidently across multiple time frames. The curriculum is carefully sequenced to strengthen grammatical control, extend vocabulary and prepare students for the demands of GCSE Spanish.

What Students Will Study Across the Year

Autumn Term – Phonics Precision and Sentence Control

Students refine their understanding of Spanish phonics, focusing on syllable stress, accent placement and more complex sound–spelling correspondences. They revisit present and preterite tense verb forms, including regular and key irregular verbs, and consolidate accurate use of articles, adjective agreement and negation. Language is applied to describing routines, past events and locations, supported by listening and reading activities linked to cultural contexts such as Mexico and the Basque Country.

Autumn and Spring Terms – Past Events, Questions and Word Order

Students extend their control of the preterite tense and develop understanding of word order in statements and questions. They revisit possessive adjectives and object pronouns and learn to distinguish between *ser* and *estar* more securely. Grammar and vocabulary are applied to talking about holidays, school events, routines and experiences. Cultural learning includes traditions, festivals and aspects of life in Spanish-speaking countries.

Spring Term – Imperfect Tense and Description

Students are introduced to the imperfect tense and learn to compare it with the preterite to describe what happened and what used to happen. They use this to describe people, places and events in the past with increasing detail. Conjunctions such as *cuando* are used to link ideas and extend sentences, supporting more fluent spoken and written responses.

Spring and Summer Terms – Time Frames, Pronouns and Extended Expression

Students develop confidence moving between present, preterite and imperfect time frames and are introduced to more complex structures, including *gustar*-type verbs, personal *a* and direct and indirect object pronouns. They learn to express opinions, reactions and abstract ideas with greater precision. Cultural learning includes Spanish-speaking cinema, history and global Spanish-speaking communities.

Summer Term – Consolidation and Independent Language Use

The year concludes with consolidation of key phonics, grammar and vocabulary. Students apply learning to extended listening, reading, speaking and writing tasks, focusing on accuracy, fluency and independence in preparation for GCSE study.

Assessment and Progression

Assessment in Year 9 focuses on phonics accuracy, grammatical control across multiple time frames, vocabulary recall and the ability to adapt language independently. By the end of the year, students can understand and produce extended spoken and written Spanish, use past and present tenses accurately and communicate ideas with confidence, providing a strong foundation for GCSE Spanish in Years 10 and 11.