



Spanish	Working towards expected outcomes	Working at expected outcomes	Working beyond expected outcomes
Year 9 Autumn Term	<p>Your child is not yet making the expected progress within this course.</p> <p>Students working towards expected outcomes in Year 9 can:</p> <p>Vocabulary: Recognise and translate into English some vocabulary from the Unit of <i>'Holidays'</i> in both written and aural extracts, though there are inaccuracies or delays.</p> <p>Produce and translate into Spanish some vocabulary from these units in both written and oral tasks, though there are inaccuracies or delays.</p> <p>Grammar: Recognise the following grammatical structures, but when applying them their accuracy may be inconsistent:</p> <ul style="list-style-type: none"> • The present tense • Soler + infinitive • The preterite of ir and ser • AR verbs in the preterite • Modal verbs: Se puede/se debe • The near future tense <p>Skills: Read aloud short sentences in Spanish, applying some accurate sound-spelling correspondences, though they may struggle</p>	<p>Your child is achieving the expected progress for this point within the course.</p> <p>Students working at expected in Year 9 can:</p> <p>Vocabulary: Recognise and translate into English vocabulary from the Unit of <i>'Holidays'</i> in both written and aural extracts. Vocabulary is recognised with ease and without delay.</p> <p>Produce and translate into Spanish vocabulary from these units in both written and oral tasks. Vocabulary is produced with ease and without delay.</p> <p>Grammar: Recognise and translate the following grammatical structures and utilise them with a good level of accuracy.</p> <ul style="list-style-type: none"> • The present tense • Soler + infinitive • The preterite of ir and ser • AR verbs in the preterite • Modal verbs: Se puede/se debe • The near future tense <p>Skills: Read aloud longer sentences in Spanish, applying accurate sound-spelling correspondences.</p>	<p>Your child is working beyond the expected progress for this point within the course.</p> <p>Students working beyond expected in Year 9 can:</p> <p>Vocabulary: Recognise and translate into English vocabulary from the Unit of <i>'Holidays'</i> in both written and aural extracts. Vocabulary is recognised instantly and without any delay, demonstrating that it is embedded in long-term memory.</p> <p>Produce and translate into Spanish vocabulary from these units in both written and oral tasks. Vocabulary is produced instantly and without any delay, demonstrating that it is embedded in long-term memory.</p> <p>Grammar: Recognise and translate the following grammatical structures without delay. They can apply them with a consistent level of accuracy and some range. For instance, a wide range of pronouns.</p> <ul style="list-style-type: none"> • The present tense • Soler + infinitive • The preterite of ir and ser • AR verbs in the preterite • Modal verbs: Se puede/se debe • The near future tense <p>Skills: Read aloud longer passages in Spanish, applying consistently accurate sound-spelling correspondences, including with more challenging vowel sounds.</p>



with challenging vowel sounds or in consonants which differ to English (j/v).

Respond to these Key Questions with brief responses, demonstrating a lack of confidence and inconsistent accuracy:

- Describe your typical holidays
- Where did you go on holiday, how was it?
- Describe your last holidays
- What would you like to eat/drink?
- Describe your plans for your next holidays

Respond to these Key Questions with well developed responses, demonstrating confidence and accuracy:

- Describe your typical holidays
- Where did you go on holiday, how was it?
- Describe your last holidays
- What would you like to eat/drink?
- Describe your plans for your next holidays

Respond to these Key Questions with very well developed responses, demonstrating confidence, complexity and accuracy:

- Describe your typical holidays
- Where did you go on holiday, how was it?
- Describe your last holidays
- What would you like to eat/drink?
- Describe your plans for your next holidays





Spanish	Working towards expected outcomes	Working at expected outcomes	Working beyond expected outcomes
<p>Year 9 Spring Term</p>	<p>Your child is not yet making the expected progress within this course.</p> <p>Students working towards expected outcomes in Year 9 can:</p> <p>Vocabulary: Recognise and translate into English some vocabulary from the Unit of <i>‘Technology’</i> in both written and aural extracts, though there are inaccuracies or delays.</p> <p>Produce and translate into Spanish some vocabulary from these units in both written and oral tasks, though there are inaccuracies or delays.</p> <p>Grammar: Recognise the following grammatical structures, but when applying them their accuracy may be inconsistent:</p> <ul style="list-style-type: none"> • The present tense of AR and IR verbs • Lo + adjective • Complex opinion phrases (me aburre/interesa) • Modal Verbs • The near future tense • Negative Structures <p>Skills: Read aloud short sentences in Spanish, applying some accurate sound-spelling correspondences, though they may struggle</p>	<p>Your child is achieving the expected progress for this point within the course.</p> <p>Students working at expected in Year 9 can:</p> <p>Vocabulary: Recognise and translate into English vocabulary from the Unit of <i>‘Technology’</i> in both written and aural extracts. Vocabulary is recognised with ease and without delay.</p> <p>Produce and translate into Spanish vocabulary from these units in both written and oral tasks. Vocabulary is produced with ease and without delay.</p> <p>Grammar: Recognise and translate the following grammatical structures and utilise them with a good level of accuracy.</p> <ul style="list-style-type: none"> • The present tense of AR and IR verbs • Lo + adjective • Complex opinion phrases (me aburre/interesa) • Modal Verbs • The near future tense • Negative Structures <p>Skills: Read aloud longer sentences in Spanish, applying accurate sound-spelling correspondences.</p>	<p>Your child is working beyond the expected progress for this point within the course.</p> <p>Students working beyond expected in Year 9 can:</p> <p>Vocabulary: Recognise and translate into English vocabulary from the Unit of <i>‘Technology’</i> in both written and aural extracts. Vocabulary is recognised instantly and without any delay, demonstrating that it is embedded in long-term memory.</p> <p>Produce and translate into Spanish vocabulary from these units in both written and oral tasks. Vocabulary is produced instantly and without any delay, demonstrating that it is embedded in long-term memory.</p> <p>Grammar: Recognise and translate the following grammatical structures without delay. They can apply them with a consistent level of accuracy and some range. For instance, a wide range of pronouns.</p> <ul style="list-style-type: none"> • The present tense of AR and IR verbs • Lo + adjective • Complex opinion phrases (me aburre/interesa) • Modal Verbs • The near future tense • Negative Structures <p>Skills: Read aloud longer passages in Spanish, applying consistently accurate sound-spelling correspondences, including with more challenging vowel sounds.</p>



with challenging vowel sounds or in consonants which differ to English (j/v).

Respond to these Key Questions with brief responses, demonstrating a lack of confidence and inconsistent accuracy:

- What do you do on your phone?
- What are the advantages and disadvantages of social media?
- Do you like to listen to music?
- What do you think of influencers?
- How are you going to stay safe online in the future?

Respond to these Key Questions with well developed responses, demonstrating confidence and accuracy:

- What do you do on your phone?
- What are the advantages and disadvantages of social media?
- Do you like to listen to music?
- What do you think of influencers?
- How are you going to stay safe online in the future?

Respond to these Key Questions with very well developed responses, demonstrating confidence, complexity and accuracy:

- What do you do on your phone?
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