Y 9 Module 1	**Title: Somos así**		
Why are you teaching it?	This module introduces students to the GCSE theme of Identity and Culture, focusing on personal interests, opinions, routines, and cultural experiences. It aims to build confidence in expressing likes, dislikes, and describing everyday life, which are essential for success in all four language skills (Listening, Reading, Speaking, Writing) at GCSE level.		**<u>Misconceptions</u>** False Friends: Students may confuse similar words (e.g., "moda" for "mode" instead of "fashion"). Agreement: Ensuring correct agreement with verbs and nouns (e.g., "me gusta" vs "me gustan"). Frequency Expressions: Placement and meaning of adverbs of frequency. Preterite Tense: Recognising and using the preterite for past events (e.g., birthdays)
Why are you teaching it now? What prior learning do students have?	Students have previously learned basic vocabulary and present tense structures. This module builds on that foundation by introducing more complex opinions, frequency expressions, and the preterite tense for describing past events. The topic is engaging and relatable, helping students connect language learning to their own lives and interests.		
What are you expecting students to be able to do at the end of the module that they couldn't do at the start	**E/D** – Give simple opinions about likes/dislikes and describe basic free time activities. **S** – Express detailed opinions, justify choices, and describe routines using frequency expressions. **M** – Give extended, coherent descriptions of personal interests, routines, and past events (e.g., birthdays) using the preterite tense and a range of vocabulary. **Oracy -** Students will be completing oracy activities for a		**<u>Vocabulary and literacy focus (Tier 2/Tier 3)</u>** Pronunciation of key vocabulary Reading through texts quickly to get the gist Picking out keywords from a text Reading aloud Dictations and Spanish spelling Phonics

	full hour each fortnight with a dedicated teacher. Scaffolded support will be available for students who need it. Teaching styles will include: Choral repetition, choral reading, ghost reading, reading aloud, pair-work, basic role-play conversations, cross-class questioning - teacher>student,student>student and dictations. **Literacy -** Read and understand texts about hobbies, routines, and cultural experiences; write short paragraphs using target structures. **SEND -** Teacher folder identification of SEND needs and students planned for accordingly. Use of SEND key success criteria when planning. Differentiated and targeted questioning both oral and written. Use of LA provision. Templates/grids provided. Visual prompts. Reinforcement of oral instructions. Constant revision and reinforcement learning. Checking understanding before attempting tasks. Teacher engagement when moving around class. Provide good role models by making use of the other		<u>Learning outcomes</u> Students will be able to talk about their interests, routines, and describe past events using a variety of vocabulary and tenses. They will justify opinions and compare cultural experiences, preparing them for the GCSE theme of Identity and Culture. Key Vocabulary and Phrases <u>Key Vocabulary and Phrases</u> <u>Opinions & Preferences</u>: Me gusta(n), Me encanta(n), No me gusta(n) <u>Activities</u>: Hago judo, Voy al parque, Soy miembro de un club <u>Frequency</u>: a veces, dos veces a la semana, casi todos los días <u>Routines</u>: Bailo Zumba, Cocino para mi familia, Leo revistas <u>Films:</u> Voy a ver una comedia, una película de acción Reactions: Claro que sí, ¡Qué rollo!, No, gracias <u>Past Events</u>: Celebré mi cumpleaños, Fui al parque, Comí tarta <u>High-frequency words</u>: así que, luego, después, también, además

	students and staff. Chrome Books provided if required. End of module vocabulary and regular teacher check-in.		
Assessment	End of Unit 1 assessment – Listening, Reading, Speaking or Writing. Throughout this module there will be continual assessment. Learning is assessed each lesson using mini-whiteboards, in class activities - peer assessment and Hinge questions.		
What amendments are you going to make following evaluation of this module?	Review trends in weaknesses in skill areas. Question Level Analysis of types of question students struggle to gain high marks on. Check the balance of skills covered is appropriate. Gap analysis – review of difficult questions and re-visit in the following lessons.		