<table>
<tr><th>Y 9 Module 2</th><th colspan="2">Title: Oriéntate!</th></tr>
<tr><td>Why are you teaching it?</td><td>This module introduces students to the language of jobs, workplaces, and future ambitions, building on their ability to describe themselves and others. It links to the GCSE themes of Identity and Culture, and Education and Future Plans. The aim is to develop confidence in discussing work, aspirations, and personal qualities, supporting all four language skills (Listening, Reading, Speaking, Writing).</td><td><u>Misconceptions</u>
Gender agreement in job titles (e.g., “camarero/a”, “jardinero/a”)
Using “soy” (I am) correctly for professions
Confusing “trabajo” (job) with “trabajar” (to work)
Using “tener que” + infinitive for responsibilities
Expressing future intentions with “voy a…” and “me gustaría…”
False friends (e.g., “dependiente” does not mean ‘dependent’)</td></tr>
<tr><td>Why are you teaching it now?
What prior learning do students have?</td><td colspan="2">Students have previously learned to describe themselves, their families, and daily routines. This module builds on that by introducing vocabulary for jobs, responsibilities, and future plans, and by practising expressing opinions and ambitions. It connects language learning to real-world contexts and students’ own aspirations.</td></tr>
<tr><td>What are you expecting students to be able to do at the end of the module that they couldn’t do at the start</td><td>E/D – Name common jobs and describe basic responsibilities.
S – Express opinions about jobs, describe what a job involves, and talk about personal qualities.
M – Give extended, coherent descriptions of jobs, ambitions, and future plans using a range of structures (e.g., “me gustaría ser…”, “voy a…”).

Oracy - Students will be completing oracy activities for a full hour each fortnight with a dedicated teacher.
Scaffolded support will be available for students who need it.
Teaching styles will include:</td><td><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</td></tr>
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	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 jobs and ambitions; 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 students and staff. Chrome Books provided if required. End of module vocabulary and regular teacher check-in.	Learning outcomes Students will be able to talk about different jobs and what they involve, describe their own qualities and ambitions, and discuss future plans using a range of vocabulary and tenses. They will justify opinions about work, describe responsibilities, and compare personal aspirations, preparing them for the GCSE themes of Identity and Culture, and Education and Future Plans. Key vocabulary and structures will enable students to express themselves confidently in speaking and writing. Key Vocabulary and Phrases Job titles: camarero/a, cocinero/a, dependiente/a, esteticista, jardinero/a, limpiador(a), peluquero/a, recepcionista Responsibilities: contestar al teléfono, ayudar a los clientes, cortar el pelo, cuidar las plantas, limpiar habitaciones, preparar comida, servir la comida, vender productos Opinions: (No) me gusta, porque es… difícil, duro, estimulante, estresante, interesante, monótono, repetitivo Describing people: ambicioso/a, creativo/a, independiente, inteligente, organizado/a, paciente, práctico/a, responsable, serio/a, sociable, trabajador(a) Ambitions: Me gustaría ser…, Quiero ser…, trabajar al aire libre, con animales, con niños, en equipo, en una oficina, solo/a, hacer un trabajo creativo/manual Future plans: En el futuro…, voy a…, ganar mucho dinero, hacer un trabajo interesante, ir a la universidad, ser famoso/a, ser voluntario/a, tener hijos, viajar, vivir en el extranjero High-frequency words: mi/mis, tu/tus, además, más, a veces, también, a ver, bueno, pues, por eso, así que, primero, luego, sin embargo

Assessment	End of Unit 2 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. Checking the balance of skills covered is appropriate. Gap analysis – review of difficult questions and re-visit in the following lessons.	