**CARSHALTON BOYS SPORTS COLLEGE**

Spanish Department

# Year 7 Vocabulary Booklet

Core and Gold Standard Spanish Vocabulary
Autumn 1 to Summer 2 — Full Year — Key Stage 3

Academic Year 2026–2027

*Excellence • Character • Aspiration*

# A Note for Parents and Pupils

This booklet contains the key vocabulary for Year 7 Spanish, covering the whole of this year's scheme of work: introductions and numbers, birthdays, nationalities and family, personality and physical description, hair/eyes/pets, and — in the summer term — school subjects, timetables and the classroom. Year 7 lays the foundations for everything that follows at Key Stage 3 and, eventually, GCSE, so building strong habits now — learning vocabulary little and often, rather than cramming before a test — matters more than at any later stage.

This booklet is built from two sources: the department's own Year 7 Sentence Builder booklets (SB1 to SB12), which match this year's teaching order lesson by lesson, and AQA's Key Stage 3 vocabulary list, which shows which words connect directly to GCSE. Words marked C (Core) are the essential, high-frequency vocabulary from the main Sentence Builder frames; words marked G (Gold Standard) use the department's own term for the richer language — comparatives, connectives, and structures like 'ojalá' (I wish) — that the strongest pupils are encouraged to reach for.

## How to learn vocabulary: Metacognitive strategies

Research is unambiguous: the most effective ways to learn vocabulary are not simply re-reading the list. The strategies below are recommended by cognitive science and are the ones we will support pupils to use:

- **Look–Cover–Write–Check:** Look at the Spanish word and its English meaning. Cover them up. Write the word and meaning from memory, including any accent. Check. Repeat for any you could not recall.
- **The Leitner System (flashcards):** Write the Spanish word on one side of a card; the English meaning and example on the other. Sort cards into three piles: 'know well' (review weekly), 'know fairly' (review daily), 'don't know yet' (review every session).
- **Dual coding:** Draw a small picture or symbol next to each word — a stick figure for personality adjectives, a simple face for hair and eye colour. This is one of the most powerful ways for younger learners to build a lasting visual memory of new words.
- **Say it out loud:** Practise saying each sentence-builder phrase aloud, not just reading it silently. Getting used to hearing and producing the sounds of Spanish is just as important as spelling it correctly.
- **Build full sentences:** Don't just learn single words — practise slotting them into the sentence-builder frames from each unit (e.g. 'Tengo el pelo ___ y los ojos ___'). This is exactly the skill tested in speaking and writing assessments.
- **Spaced retrieval:** Revisit words at increasing intervals (after 1 day, 3 days, 7 days, 14 days). Don't just focus on the current unit — mixing in words from earlier in the year is proven to help them stick for the long term.

## Suggested weekly routine

Spend 10–15 minutes per night, four to five nights per week, on vocabulary for the current unit and on revisiting earlier units. By the end of each half-term, aim to have practised every Core word at least five times and every Gold Standard word at least three times. Pupils who want to challenge themselves should try building their own sentences using the Gold Standard language, not just the words given in this booklet.

| | |
|---|---|
| **C** | Core — the main sentence-builder vocabulary every pupil must know and use confidently. |
| **G** | Gold Standard — the department's own term for richer, more sophisticated language (comparatives, connectives, the conditional 'ojalá') that stretches the strongest pupils. |

## Tier 2: Core Language Toolkit

This small toolkit is used across every topic this year, not just one — joining ideas together, saying how much or how little something applies, and asking simple questions. Learning these words thoroughly now means pupils can start building longer, more interesting sentences straight away, rather than just producing single words.

### Connectives

| Word | Type | Tier | C/G | Definition | Example |
|---|---|---|---|---|---|
| **y** | *conn.* | T2 | C | and | *Tengo un hermano y una hermana.* |
| **pero** | *conn.* | T2 | C | but | *Soy alto pero mi hermana es baja.* |
| **también** | *conn.* | T2 | C | also, too | *Me llamo Ana y también tengo un perro.* |
| **porque** | *conn.* | T2 | C | because | *Estudio mucho porque me gusta el colegio.* |
| **sin embargo** | *conn.* | T2 | G | however | *Soy tímido; sin embargo, tengo muchos amigos.* |
| **además** | *conn.* | T2 | G | in addition, furthermore | *Estudio inglés y además estudio francés.* |
| **por un lado… por otro lado…** | *phrase* | T2 | G | on one hand… on the other hand… | *Por un lado soy paciente, por otro lado soy un poco perezoso.* |

### Intensifiers

| Word | Type | Tier | C/G | Definition | Example |
|---|---|---|---|---|---|
| **muy** | *adverb* | T2 | C | very | *Mi hermano es muy alto.* |
| **bastante** | *adverb* | T2 | C | quite | *Soy bastante deportista.* |
| **demasiado** | *adverb* | T2 | C | too | *Mi perro es demasiado grande para el coche.* |
| **un poco** | *phrase* | T2 | C | a bit | *Soy un poco tímido.* |
| **nada** | *adverb* | T2 | G | not at all | *No soy nada perezoso.* |
| **más… que…** | *phrase* | T2 | G | more… than… | *Mi madre es más alta que yo.* |

## Question Words

| Word | Type | Tier | C/G | Definition | Example |
|---|---|---|---|---|---|
| **¿cómo?** | *adverb* | T2 | C | how?, what... like? | *¿Cómo es tu familia?* |
| **¿qué?** | *pronoun* | T2 | C | what? | *¿Qué estudias?* |
| **¿cuántos/as?** | *pronoun* | T2 | C | how many? | *¿Cuántos hermanos tienes?* |
| **¿dónde?** | *adverb* | T2 | C | where? | *¿Dónde está la biblioteca?* |
| **¿y tú?** | *phrase* | T2 | C | what about you? | *Me llamo Carlos. ¿Y tú?* |

## Autumn 1: Introductions, Numbers and Birthdays — Vocabulario

| Word | Type | Tier | C/G | Definition | Example |
|---|---|---|---|---|---|
| **hola** | *phrase* | T3 | C | hello, hi | *¡Hola! Me llamo Sofía.* |
| **adiós** | *phrase* | T3 | C | goodbye | *Adiós, hasta mañana.* |
| **hasta luego** | *phrase* | T3 | C | see you later | *¡Hasta luego, amigos!* |
| **buenos días** | *phrase* | T3 | C | good morning | *Buenos días, señora.* |
| **me llamo** | *phrase* | T3 | C | I am called, my name is | *Me llamo Diego y tengo doce años.* |
| **se llama** | *phrase* | T3 | C | he/she is called | *Mi hermano se llama Pedro.* |
| **mi hermano / mi hermana** | *noun* | T3 | C | my brother / my sister | *Mi hermana se llama Alba.* |
| **tengo … años** | *phrase* | T3 | C | I am … years old | *Tengo doce años.* |
| **el cumpleaños** | *noun* | T3 | C | birthday | *Mi cumpleaños es el cinco de marzo.* |
| **los meses** | *noun* | T3 | C | months (enero, febrero, marzo…) | *Mi cumpleaños es en octubre.* |
| **¿y tú?** | *phrase* | T3 | G | what about you? | *Tengo un hermano. ¿Y tú?* |
| **el próximo mes cumpliré … años** | *phrase* | T3 | G | next month I will turn … years old | *El próximo mes cumpliré trece años.* |
| **mi amigo y yo tenemos el mismo cumpleaños** | *phrase* | T3 | G | my friend and I have the same birthday | *Mi amigo y yo tenemos el mismo cumpleaños.* |

## Autumn 2: Nationalities and Family — Vocabulario

| Word | Type | Tier | C/G | Definition | Example |
|---|---|---|---|---|---|
| **español(a)** | *adj* | T3 | C | Spanish | *Mi mejor amiga es española.* |
| **inglés / inglesa** | *adj* | T3 | C | English | *Mi profesor es inglés.* |
| **francés / francesa** | *adj* | T3 | C | French | *Mi mejor amigo es francés.* |
| **italiano/a** | *adj* | T3 | C | Italian | *Mi vecina es italiana.* |
| **mi mejor amigo / mi mejor amiga** | *noun* | T3 | C | my best friend (male/female) | *Mi mejor amiga es muy simpática.* |
| **en mi familia tengo…** | *phrase* | T3 | C | in my family I have… | *En mi familia tengo un hermano y una hermana.* |
| **mi abuelo / mi abuela** | *noun* | T3 | C | my grandfather / grandmother | *Mi abuela vive cerca de mi casa.* |
| **mi hermano mayor / menor** | *noun* | T3 | C | my older / younger brother | *Mi hermano mayor tiene dieciséis años.* |
| **mi primo / mi prima** | *noun* | T3 | C | my cousin (male/female) | *Mi primo se llama Marcos.* |
| **el gemelo / la gemela** | *noun* | T3 | C | twin (male/female) | *Tengo un hermano gemelo.* |
| **galés / galesa** | *adj* | T3 | G | Welsh | *Mi amigo galés vive en Cardiff.* |
| **escocés / escocesa** | *adj* | T3 | G | Scottish | *Su madre es escocesa.* |
| **ojalá tuviera…** | *phrase* | T3 | G | I wish I had… | *Ojalá tuviera una familia más grande.* |
| **ojalá fuera hijo único** | *phrase* | T3 | G | I wish I were an only child | *A veces pienso: ojalá fuera hijo único.* |

## Spring 1: Personality and Physical Description — Vocabulario

| Word | Type | Tier | C/G | Definition | Example |
|---|---|---|---|---|---|
| **soy / es / somos / son** | *verb* | T3 | C | I am / he-she is / we are / they are | *Soy alegre y mi hermana es tímida.* |
| **bonito/a** | *adj* | T3 | C | pretty, nice | *Mi perro es muy bonito.* |
| **delgado/a** | *adj* | T3 | C | thin, slim | *Mi hermano es alto y delgado.* |
| **gordo/a** | *adj* | T3 | C | fat | *Mi gato está un poco gordo.* |
| **guapo/a** | *adj* | T3 | C | good-looking | *Mi amigo es muy guapo.* |
| **deportivo/a** | *adj* | T3 | C | sporty | *Soy bastante deportivo.* |
| **simpático/a** | *adj* | T3 | C | nice, friendly | *Mi mejor amiga es muy simpática.* |
| **gracioso/a** | *adj* | T3 | C | funny | *Mi padre es muy gracioso.* |
| **perezoso/a** | *adj* | T3 | C | lazy | *Los fines de semana soy un poco perezoso.* |
| **responsable** | *adj* | T3 | C | responsible | *Mi hermana mayor es muy responsable.* |
| **tímido/a** | *adj* | T3 | G | shy | *Mi hermano pequeño es tímido.* |
| **inteligente** | *adj* | T3 | G | intelligent | *Mis padres dicen que soy inteligente.* |
| **optimista** | *adj* | T3 | G | optimistic | *Siempre soy optimista.* |
| **por un lado… por otro lado…** | *phrase* | T3 | G | on one hand… on the other hand… | *Por un lado soy paciente, por otro lado soy impaciente con mis hermanos.* |
| **mi madre es más… que yo** | *phrase* | T3 | G | my mum is more… than me | *Mi madre es más alta que yo.* |

## Spring 2: Hair, Eyes and Pets — Vocabulario

| Word | Type | Tier | C/G | Definition | Example |
|---|---|---|---|---|---|
| **tengo el pelo…** | *phrase* | T3 | C | I have … hair | *Tengo el pelo castaño y largo.* |
| **los ojos** | *noun* | T3 | C | eyes | *Tengo los ojos verdes.* |
| **castaño** | *adj* | T3 | C | light-brown (hair) | *Mi hermana tiene el pelo castaño.* |
| **rubio/a** | *adj* | T3 | C | blonde | *Mi amigo es rubio.* |
| **pelirrojo/a** | *adj* | T3 | C | red-haired, ginger | *Mi primo es pelirrojo.* |
| **llevo gafas** | *phrase* | T3 | C | I wear glasses | *Llevo gafas para leer.* |
| **el gato / el perro** | *noun* | T3 | C | cat / dog | *En casa tengo un gato y un perro.* |
| **pequeño/a** | *adj* | T3 | C | small | *Tengo un perro pequeño.* |
| **grande** | *adj* | T3 | C | big | *Mi amigo tiene un gato grande.* |
| **azul / verde / marrón / gris** | *adj* | T3 | C | blue / green / brown / grey (eyes) | *Tengo los ojos azules.* |
| **la barba** | *noun* | T3 | G | beard | *Mi padre tiene barba.* |
| **el bigote** | *noun* | T3 | G | moustache | *Mi abuelo tiene bigote.* |
| **las pecas** | *noun* | T3 | G | freckles | *Mi hermana tiene pecas.* |
| **es calvo/a** | *phrase* | T3 | G | he/she is bald | *Mi abuelo es calvo.* |
| **me gustaría tener…** | *phrase* | T3 | G | I would like to have… | *Me gustaría tener un caballo.* |

## Summer 1: School Subjects and Timetable — Vocabulario

| Word | Type | Tier | C/G | Definition | Example |
|---|---|---|---|---|---|
| **estudio** | *verb* | T3 | C | I study | *Estudio inglés y matemáticas.* |
| **las ciencias** | *noun* | T3 | C | science | *Las ciencias son mi asignatura favorita.* |
| **las matemáticas** | *noun* | T3 | C | maths | *Estudio matemáticas todos los días.* |
| **la música** | *noun* | T3 | C | music | *Me gusta la clase de música.* |
| **puedo participar en…** | *phrase* | T3 | C | I can take part in… | *Puedo participar en el club de fútbol.* |
| **el club de fútbol** | *noun* | T3 | C | football club | *Voy al club de fútbol los lunes.* |
| **normalmente / siempre** | *adverb* | T3 | C | normally / always | *Normalmente estudio historia los martes.* |
| **a las nueve** | *phrase* | T3 | C | at nine o'clock | *Mi primera clase es a las nueve.* |
| **el lunes / el martes…** | *noun* | T3 | C | on Monday / on Tuesday… | *El lunes tengo clase de inglés.* |
| **de la mañana / de la tarde** | *phrase* | T3 | C | in the morning / in the afternoon | *Tengo clase de arte a las dos de la tarde.* |
| **además** | *conn.* | T3 | G | in addition, furthermore | *Estudio francés y además estudio alemán.* |
| **en el futuro me gustaría estudiar…** | *phrase* | T3 | G | in the future I would like to study… | *En el futuro me gustaría estudiar medicina.* |
| **ojalá pudiera estudiar…** | *phrase* | T3 | G | I wish I could study… | *Ojalá pudiera estudiar más idiomas.* |
| **¡qué genial! / ¡qué lata!** | *phrase* | T3 | G | how great! / what a drag! | *¡Qué genial, tenemos deporte hoy!* |

## Summer 2: The Classroom and School — Vocabulario

| Word | Type | Tier | C/G | Definition | Example |
|---|---|---|---|---|---|
| **hay** | *verb* | T3 | C | there is, there are | *En mi clase hay treinta estudiantes.* |
| **no hay** | *phrase* | T3 | C | there isn't, there aren't | *No hay piscina en mi colegio.* |
| **tenemos** | *verb* | T3 | C | we have | *Tenemos muchos libros en la biblioteca.* |
| **las mesas** | *noun* | T3 | C | tables | *Hay treinta mesas en el aula.* |
| **las ventanas** | *noun* | T3 | C | windows | *El aula tiene cuatro ventanas grandes.* |
| **los libros** | *noun* | T3 | C | books | *Tengo muchos libros en mi mochila.* |
| **la biblioteca** | *noun* | T3 | C | library | *Voy a la biblioteca después de las clases.* |
| **el gimnasio** | *noun* | T3 | C | gym | *El gimnasio está al lado del patio.* |
| **un patio** | *noun* | T3 | C | a playground | *Jugamos al fútbol en el patio.* |
| **un laboratorio** | *noun* | T3 | G | a lab | *Tenemos un laboratorio moderno de ciencias.* |
| **muchas instalaciones** | *phrase* | T3 | G | many facilities | *Mi colegio tiene muchas instalaciones deportivas.* |
| **ojalá hubiera una piscina** | *phrase* | T3 | G | I wish there were a swimming pool | *Ojalá hubiera una piscina en mi colegio.* |

## End of Year 7 Vocabulary Booklet

This booklet should be kept at home and used as the basis for weekly homework throughout the year. A digital copy is available on Google Classroom. Teachers will set vocabulary as a regular part of homework tasks for 2026–2027 — please support pupils in using this booklet little and often, and in trying out the Gold Standard language once the Core vocabulary for a unit feels secure.