

Subject	Spanish	Year Group	Year 8
<b>Purpose of Scheme</b>	<p><b>Phonics:</b> To consolidate the Sound-Symbol Correspondences (SSCs) introduced in Year 7, with an increased focus on the link between spelling and pronunciation. Pupils will use phonics to decode unfamiliar words independently and be able to pronounce and spell more complex words with increasing speed and accuracy.</p> <p><b>Vocabulary:</b> The curriculum expands from the 'immediate self' to the local and social sphere, focusing on vocabulary related to the pupils' surroundings and daily interactions. This introduces higher-frequency verbs and more abstract concepts, allowing pupils to express opinions and provide justifications for their preferences.</p> <p><b>Grammar:</b> To build knowledge of the present tense through full verb conjugation and the manipulation of multiple subjects. Pupils will also be introduced to the future tense. Pupils will move away from short, repetitive sentences by using logical connectors and qualifiers to increase the variety, length, and flow of their communication.</p>		
<b>Scheme title</b>	<b>Module 5:</b> School	<b>Module 6:</b> My town	<b>Module 7:</b> A healthy lifestyle
<b>Knowledge in sequence</b>	<ul style="list-style-type: none"> <li>- Describing subjects you study</li> <li>- Giving positive and negative opinions on school subjects</li> <li>- Justifying opinions with reasons</li> <li>- Describing school rules and opinions</li> <li>- Describing school uniform and clothing</li> <li>- Stating what you would like to wear</li> <li>- Describing break and lunchtime activities</li> </ul>	<ul style="list-style-type: none"> <li>- Describing a town/city</li> <li>- Talking about what there is/is not in the town</li> <li>- Asking for directions and giving them</li> <li>- Asking questions in shops and understanding responses</li> <li>- Describing a typical day out in a town/city and what you can do in different places</li> </ul>	<ul style="list-style-type: none"> <li>- Describing the meals you eat and when</li> <li>- Stating what you eat and drink</li> <li>- Giving opinions on food and drink</li> <li>- Stating what you intend to do to improve your health in the future</li> <li>- Describing illnesses and injuries</li> <li>- Saying how long you have been ill/injured</li> <li>- Understanding advice from a doctor</li> <li>- Asking and answering questions</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>- Adjective agreement recap</li> <li>- Use of 'gusta/gustan' with singular/plural nouns</li> <li>- Impersonal verbs with infinitive for school rules</li> <li>- Linking ideas with conjunctions</li> <li>- Conditional phrase 'me gustaría' + infinitive</li> <li>- Present tense AR verbs (full conjugation)</li> <li>- Receptive understanding (Reading, Listening)</li> <li>- Productive manipulation (Speaking, Writing)</li> </ul>	<ul style="list-style-type: none"> <li>- Use of hay/no hay with places in the town</li> <li>- Adjective position and agreement recap</li> <li>- Use of 'estar' for location</li> <li>- Prepositions of place including 'de + definite article'</li> <li>- Forming questions</li> <li>- Forming short answer responses in spoken dialogues</li> <li>- Present tense AR verb recap and use of ER and IR verbs (full conjugation)</li> <li>- Use of 'se puede +infinitive'</li> </ul>	<ul style="list-style-type: none"> <li>- Recap of telling the time</li> <li>- Advanced opinion phrases with verbs that work in the same way as gustar e.g. encantar/chiflar</li> <li>- Superlatives with -ísimo(a)(s) suffix</li> <li>- Near future tense - ir + a + infinitive</li> <li>- Para + infinitive meaning 'in order to'</li> <li>- Recap of forming and answering questions</li> <li>- Present tense + desde hace</li> </ul>
<b>End point of module</b>	<ul style="list-style-type: none"> <li>- Describing the subjects we like/dislike and why</li> <li>- Talking about the rules we have at school and our opinions on them</li> <li>- Describing the school uniform and what we would like to wear</li> <li>- Stating what we do at break and lunchtime and what others do</li> </ul>	<ul style="list-style-type: none"> <li>- Describing where we live and what there is/is not</li> <li>- Asking for directions and giving them</li> <li>- Asking questions in shops and understanding the responses</li> <li>- Talking about activities we do in our town on a typical day out</li> </ul>	<ul style="list-style-type: none"> <li>- Describing the meals we eat and our opinions on food and drink</li> <li>- Talking about our future health intentions</li> <li>- Stating illnesses and injuries and understanding advice from a health professional</li> <li>- Participating in role-play scenarios, asking questions and giving relevant short-answer responses</li> </ul>
<b>Assessment Methods</b>	<ul style="list-style-type: none"> <li>- Regular low-stakes AfL activities, which cover all 4 skill areas (Reading, Writing, Speaking, Listening) across the lessons and overall scheme.</li> <li>- <b>Mid Point Assessment:</b> Writing</li> <li>- <b>End Point Assessment:</b> Listening</li> </ul>	<ul style="list-style-type: none"> <li>- Regular low-stakes AfL activities, which cover all 4 skill areas (Reading, Writing, Speaking, Listening) across the lessons and overall scheme.</li> <li>- <b>Mid Point Assessment:</b> Reading</li> <li>- <b>End Point Assessment:</b> Writing</li> </ul>	<ul style="list-style-type: none"> <li>- Regular low-stakes AfL activities, which cover all 4 skill areas (Reading, Writing, Speaking, Listening) across the lessons and overall scheme.</li> <li>- <b>Mid Point Assessment:</b> Reading</li> <li>- <b>End Point Assessment:</b> Speaking</li> </ul>