

Subject	Spanish	Year Group	Year 8			
Purpose of Scheme	Phonics - paired, explicit teaching of new sound-symbol correspondences (SSC) followed by integrated revisiting and consolidation throughout KS3 Vocabulary - teaching of ten new words, on average, per week, in sets of words from different parts of speech, including the most common verbs, and selected on the basis of word frequency and additionally informed by scrutiny of the awarding body vocabulary lists. Grammar - no more than one new grammatical function every two weeks.					
	Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.2
Scheme title	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Purpose of half term learning	To demonstrate what it means to know a word from recognition, to pronunciation, spelling and using the word in a sentence. To enable pupils to demonstrate clear understanding of the SSC focused on within this term.	To consolidate and extend vocabulary relevant to the given contexts. To revisit verbs, nouns and adjectives in relation to locations and family members.	To deepen vocabulary and grammar knowledge through work with a challenging text. To revisit essential verbs in new contexts (es, son, hay, tiene, tienen, está + location)	To enable pupils to use a range of prototype -AR verbs To develop the verb lexicon (-AR verbs) and modal verbs	To further deepen vocabulary and grammar knowledge through work with a challenging text. To revisit -AR verbs in the present tense (1st, 2nd, 3rd persons singular, 1st and 3rd persons plural)	To develop a verb lexicon (-ER and -IR verbs). To deepen vocabulary and grammar knowledge through work with a challenging text.
Knowledge in sequence	<b>Context / purpose of language use</b> Describing places and location. Saying what someone is like at the moment. Saying what someone is like in general. Saying what people have. Saying what people do.	<b>Context / purpose of language use</b> Saying what people do and don't do. Numbers 11 to 12 and talking about more than one thing. Saying what there is around you and describing it. Talking about the location of things. Describing a place. Giving and wanting (festive season and family).	<b>Context / purpose of language use</b> Describing family. Describing some natural wonders of the Spanish-speaking world. Asking and answering questions.	<b>Context / purpose of language use</b> Talking about what you do with others (rural life). Talking about what people can do. Contrasting what people must, can and want to do. Places and locations. Saying what people are like today vs in general.	<b>Context / purpose of language use</b> Describing activities (hobby). Describing what people do. Describing what people do (technology).	<b>Context / purpose of language use</b> Discussing what people do and don't do. Describing people and possessions. Describing when and where people go. Describing future plans.
Skills	Structured, supported understanding (listening and reading). Structured, supported meaningful production (speaking and writing). Building up to freer production in which learners recall and manipulate a wider range of language to communicate meaning.	Structured, supported understanding (listening and reading). Structured, supported meaningful production (speaking and writing). Building up to freer production in which learners recall and manipulate a wider range of language to communicate meaning.	Structured, supported understanding (listening and reading). Structured, supported meaningful production (speaking and writing). Building up to freer production in which learners recall and manipulate a wider range of language to communicate meaning.	Structured, supported understanding (listening and reading). Structured, supported meaningful production (speaking and writing). Building up to freer production in which learners recall and manipulate a wider range of language to communicate meaning.	Structured, supported understanding (listening and reading). Structured, supported meaningful production (speaking and writing). Building up to freer production in which learners recall and manipulate a wider range of language to communicate meaning.	Structured, supported understanding (listening and reading). Structured, supported meaningful production (speaking and writing). Building up to freer production in which learners recall and manipulate a wider range of language to communicate meaning.
Key words	High-frequency vocabulary relevant to given context. Essential verbs: ESTAR (to be, being) - location and mood, SER (to be, being) - general characteristics TENER (to have, having) (1st, 2nd, 3rd persons singular) -AR verbs in the present (1st, 2nd, 3rd persons singular)	High-frequency vocabulary relevant to given context. HAY (vs TIENE) ser (SER) Singular definite articles - el & la Plural definite articles - los & las DAR (to give, giving) -dar, dar, da (plus noun) Modal verb QUERER (to want, wanting) - quiero, quieres, quiere (plus noun)	High-frequency vocabulary relevant to given context. tenermos, tienen (TENER) HACER (to do, make) (1st, 2nd and 3rd persons singular)	-AR verbs (1st person plural, -amos) Modal verb PODER (can, to be able to) + infinitive (positive/negative statements, yes/no questions) Modal verb DEBER (must, to have to) + infinitive estamos, están (ESTAR) de + el/-al vs de lo somos, son (SER)	High-frequency vocabulary relevant to give context. -AR verbs (3rd person plural -an) -ER and -IR verbs (infinitive and 1st, 2nd, 3rd persons singular) en (SER) in infinitive sentences -ER and -IR verbs (present - 3rd person plural)	High-frequency vocabulary relevant to give context. AR, ER, -IR verbs, possessive adjectives (mi/mis, tu/tus) IR (to go, going) - voy, vas, va of vs a lo -to IR + infinitive to express future plans (1st, 2nd, 3rd persons singular & 1st person plural)
End point of half term	Pupils will be able to demonstrate what it means to know a word from recognition, to pronunciation, spelling and using the word in a sentence. Pupils will be able to demonstrate clear understanding of the SSC focused on within this term.	Pupils will have consolidated and extended vocabulary relevant to the given contexts. Pupils will have revisited verbs, nouns and adjectives in relation to locations and family members.	Pupils will have deepened vocabulary and grammar knowledge through work with a challenging text. Pupils will have revisited essential verbs in new contexts (es, son, hay, tiene, tienen, está + location)	Pupils will be using a range of prototype -AR verbs Pupils will have developed the verb lexicon (-AR verbs) and modal verbs	Pupils will have deepened vocabulary and grammar knowledge through work with a challenging text. Pupils will have revisited -AR verbs in the present tense (1st, 2nd, 3rd persons singular, 1st and 3rd persons plural)	Pupils will have developed a verb lexicon (-ER and -IR verbs). Pupils will have further deepened vocabulary and grammar knowledge through work with a challenging text.
End point of scheme	Phonics - confidence in understanding and producing the key SSC by the end of KS3. Vocabulary - 360 words approx. per year at KS3 and KS4. Grammar - high-frequency grammar functions taught and revisited several times over KS3 and KS4, in particular features for persons, subjects, tenses and aspect and a range of key syntax (word order and relations between words).					
Assessment Methods	Regular, low-stakes knowledge checks, supported by strategic use of Computer Assisted Language Learning (CALL) tools, pre- and post-lesson. Mini-test recorded on SIMS	Regular, low-stakes knowledge checks, supported by strategic use of Computer Assisted Language Learning (CALL) tools, pre- and post-lesson. Mini-test recorded on SIMS	Assessment week This week includes separate, short achievement tests in phonics, vocabulary and grammar.	Regular, low-stakes knowledge checks, supported by strategic use of Computer Assisted Language Learning (CALL) tools, pre- and post-lesson. Mini-test recorded on SIMS	Regular, low-stakes knowledge checks, supported by strategic use of Computer Assisted Language Learning (CALL) tools, pre- and post-lesson. Mini-test recorded on SIMS.	<b>Assessment week</b> This week includes separate, short achievement tests in phonics, vocabulary and grammar and applying your knowledge tests in reading, writing, listening and speaking.