

Spanish Year 8 Long-Term Plan

Rationale: The Year 8 Spanish curriculum is designed to give students a grounding in the language so that they are able to have short conversations in the target language, to talk about themselves and discuss their interests. There is a structured focus on speaking the language and the teaching of phonics so that students develop an understanding of the different sounds. This enables students to sound authentic when they speak, to become more confident in their use of the language and also to improve their listening and decoding skills.

Term	Торіс	Knowledge	Skills	Reading /wider reading
Autumn 1	Unit 1 – School subjects & teachers. Unit 2 – Free time – likes / dislikes.	-Subjects you study / enjoy & whyActivities you enjoy & whyTalking about your teachers Sports & activities you do & enjoy in your free time Places to go / activities to do and who with - Your likes and dislikes GRAMMAR: -Conjugate "ar" verbs in the present indicativeOpinion verbs + infinitive "I like + vb"Activities using key verbs: hacer / jugar / ir	* Asking and responding to questions. * Memorisation strategies * Productive skills – Writing, Speaking, Translation and dictation * Receptive skills - Listening & Reading. * Grammar (COATS & Must Know). * Vocabulary & Phonics (CLUES). * Exploring culture & language (enrichment). * Communicative Functions (expressing opinions).	- Sentence Builders / Knowledge map chunks -Deepening vocabulary knowledge through work with challenging texts -skimming, scanning, in-depth reading -Pre-reading, in-reading and post-reading strategies - Online tasks – Language gym, sentence builder site, Seneca, Memrise / Quizlet
Autumn 2	Unit 3– Family & self Unit 4 – Describing hair & eyes and appearance Describing yourself and someone else.	-People in your family & who they are, -Family relationships -Describe what a person's hair and eyes are likeDescribe details about appearance (beard, glasses) -colours GRAMMAR: - Numbers 31 to 100 -Descriptions & adjectival agreement -The present tense -Use of 3 rd person	Applying Language Learning Skills * Asking and responding to questions. * Memorisation strategies (remembering more – automaticity). * Productive skills – Writing, Speaking & Translation & dictation * Receptive skills - Listening & Reading. * Grammar (COATS & Must Know). * Vocabulary & Phonics (CLUES). * Exploring culture & language (enrichment). * Communicative Functions (expressing opinions).	- Sentence Builders / Knowledge map chunks -Deepening vocabulary knowledge through work with challenging texts -skimming, scanning, in-depth reading -Pre-reading, in-reading and post-reading strategies - Online tasks – Language gym, sentence builder site, Seneca, Memrise / Quizlet



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Spring 1	Unit 5 – Describing yourself and another person (physical and personality) Unit 6 – Comparing people's appearance and personality.	- What your immediate family members are likeDescribe physical and personality traits. GRAMMAR: -Adjective to describe people3 rd person of the verb "ser" present tenseVerb "tener" – present tenseComparative adjectives	Applying Language Learning Skills * Asking and responding to questions. * Memorisation strategies (remembering more – automaticity). * Productive skills – Writing, Speaking & Translation & dictation * Receptive skills - Listening & Reading. * Grammar (COATS & Must Know). * Vocabulary & Phonics (CLUES). * Exploring culture & language (enrichment). * Communicative Functions (expressing opinions).	- Sentence Builders / Knowledge map chunks -Deepening vocabulary knowledge through work with challenging texts -skimming, scanning, in-depth reading -Pre-reading, in-reading and postreading strategies - Online tasks – Language gym, sentence builder site, Seneca, Memrise / Quizlet
Spring 2	Unit 7 – Describing your others. Unit 8 – Free time activities / spoorts you do - , what, when, with whom	-Opinions about othersDescribe teachers: adjectival agreementReview school subjectsDescribe positive / negative behavioursActivities you do & when. GRAMMAR: -Key verbs - "jugar", "hacer", "ir" in the present indicativeReview of "ser"+ adjectival agreement+ opinion verbs ("gustar, odiar").	Applying Language Learning Skills * Asking and responding to questions. * Memorisation strategies (remembering more – automaticity). * Productive skills – Writing, Speaking & Translation & dictation * Receptive skills - Listening & Reading. * Grammar (COATS & Must Know). * Vocabulary & Phonics (CLUES). * Exploring culture & language (enrichment). * Communicative Functions (expressing opinions).	- Sentence Builders / Knowledge map chunks -Deepening vocabulary knowledge through work with challenging texts -skimming, scanning, in-depth reading -Pre-reading, in-reading and post-reading strategies - Online tasks – Language gym, sentence builder site, Seneca, Memrise / Quizlet
Summer 1	Unit 9 - Daily routine Unit 10 - Weekend plans	-What you do every dayWhat time you do itWeekend plans GRAMMAR: -Reflexive verbs in the present indicative (levantarse, me visito)Connectives & sequencing -Immediate future tense using "voy a + infinitive verb »How to use the partitive "al" & "a la" for masculine / feminine places.	Applying Language Learning Skills * Asking and responding to questions. * Memorisation strategies (remembering more – automaticity). * Productive skills – Writing, Speaking & Translation & dictation * Receptive skills - Listening & Reading. * Grammar (COATS & Must Know). * Vocabulary & Phonics (CLUES). * Exploring culture & language (enrichment). * Communicative Functions (expressing opinions).	- Sentence Builders / Knowledge map chunks -Deepening vocabulary knowledge through work with challenging texts -skimming, scanning, in-depth reading -Pre-reading, in-reading and post-reading strategies - Online tasks – Language gym, sentence builder site, Seneca, Memrise / Quizlet



Summer 2 Note that the productive skills - Food likes & dislikes. Unit 12 - Holiday plans Food tastes, likes and dislikes Future holidays: where & who with - Traveling plans and activities. GRAMMAR: Present tense key verbs. I-mediate future & introduction to the conditional tense. -Opinions -Adjectival agreement Future holidays: where & who with - Traveling plans and activities. GRAMMAR: Present tense key verbs. I-mediate future & introduction to the conditional tense. -Opinions -Adjectival agreement Future holidays: where & who with more - automaticity). **Productive skills - Writing, Speaking & texts -skimming, scanning, in-depth reading with reading reading of the reading strategies. **Grammar (COATS & Must Know). **Vocabulary & Phonics (CLUES). **Exploring culture & language (enrichment). **Communicative Functions (expressing opinions). **Depending vocabulary knowledge texts -Skimming, scanning, in-depth reading and post-reading and post-reading strategies -Online tasks - Language gym, sentence builder site, Seneca, Memrise / Quizlet **Nemorisation & dictation **Receptive skills - Use skills - Writing, Speaking & texts -Skimming, scanning, in-depth reading and post-reading and post-reading strategies -Online tasks - Language gym, sentence builder site, Seneca, Memrise / Quizlet **Nemorisation & dictation **Receptive skills - Use skills - Writing, Speaking & texts -Skimming, scanning, in-depth reading and post-reading and post-reading and post-reading strategies -Online tasks - Language gym, sentence builder site, Seneca, Memrise / Quizlet **Low stake regular knowledge quizzes - mixed word class vocabulary sets / "Show What You Know" - midpoint retrieval practice tests. T/F/ NG questions and MCQ T/F/NG= True/False/Not Given or mentioned MCQ= Multiple choice questions. **Asking and responding to questions.** **Memorisation & dictation **Receptive skills - Usering & Reading. **Communicative Functions (express of the Vocabulary & Phonics (LUES). **Total Communicative Fun		•				
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