



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	Topic	Knowledge	Skills	Reading /wider reading
Autumn 1	<p>Unit 1 – School subjects & teachers.</p> <p>Unit 2 – Free time – likes / dislikes.</p>	<p>-Subjects you study / enjoy & why. -Activities you enjoy & why. -Talking 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</p> <p>GRAMMAR: -Conjugate "ar" verbs in the present indicative. -Opinion verbs + infinitive "I like + vb". -Activities using key verbs: hacer / jugar / ir</p>	<p>* 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).</p>	<p>- 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</p>
Autumn 2	<p>Unit 3– Family & self</p> <p>Unit 4 – Describing hair & eyes and appearance Describing yourself and someone else.</p>	<p>-People in your family & who they are, -Family relationships -Describe what a person’s hair and eyes are like. -Describe details about appearance (beard, glasses) -colours</p> <p>GRAMMAR: - Numbers 31 to 100 -Descriptions & adjectival agreement -The present tense -Use of 3rd person</p>	<p>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).</p>	<p>- 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</p>



<p>Spring 1</p>	<p>Unit 5 – Describing yourself and another person (physical and personality)</p> <p>Unit 6 – Comparing people’s appearance and personality.</p>	<p>- What your immediate family members are like. -Describe physical and personality traits.</p> <p>GRAMMAR: -Adjective to describe people. -3rd person of the verb “ser” present tense. -Verb “tener” – present tense. -Comparative adjectives</p>	<p>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).</p>	<p>- 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</p>
<p>Spring 2</p>	<p>Unit 7 – Describing your others.</p> <p>Unit 8 – Free time activities / spoorts you do - , what, when, with whom</p>	<p>-Opinions about others. -Describe teachers: adjectival agreement. -Review school subjects. -Describe positive / negative behaviours. -Activities you do & when.</p> <p>GRAMMAR: -Key verbs - "jugar", "hacer", "ir" in the present indicative. -Review of "ser"+ adjectival agreement+ opinion verbs ("gustar, odiar").</p>	<p>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).</p>	<p>- 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</p>
<p>Summer 1</p>	<p>Unit 9 - Daily routine</p> <p>Unit 10 - Weekend plans</p>	<p>-What you do every day. -What time you do it. -Weekend plans</p> <p>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.</p>	<p>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).</p>	<p>- 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</p>



<p>Summer 2</p>	<p>Unit 11 – Food – likes & dislikes.</p> <p>Unit 12 – Holiday plans</p>	<p>-Food tastes, likes and dislikes -Future holidays: where & who with -Traveling plans and activities.</p> <p>GRAMMAR: -Present tense key verbs. -Immediate future & introduction to the conditional tense. -Opinions -Adjectival agreement</p>	<p>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).</p>	<p>- 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</p>
<p>Assessment format</p>	<p>High stake calendared assessments Medium stake progress check points 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 question</p>			