

TERM	CONTEXT	GRAMMAR	SOUNDS OF THE LANGUAGE	VOCABULARY	END POINT ASSESSMENTS
TERM 1.1	<ul style="list-style-type: none"> Describing events in the past and present (travel) Comparing past experiences Talking about what people and places are like now vs in general. Comparing what you and someone else ('we') do (news and media, parties and celebrations) Describing what people do (at home) Asking what people can and must do 	<ul style="list-style-type: none"> Past tense (preterite) –ar verbs in 1st and 2nd person singular Revisit SER for traits and ESTAR for state Revisit English and Spanish question formation Present-tense –er verbs in 1st person plural Present tense –ir verbs in 1st person plural HACER in 1st and 3rd person plural Subject pronouns Present simple for ongoing/unfinished actions 	<ul style="list-style-type: none"> Spanish syllables (consonant-vowel pairs) Strong vowels [a], [e], [o] Weak vowels [i], [u] Final syllable stress Penultimate syllable stress 	<p>In Year 8, we focus explicitly on some common word patterns between Spanish and English. The words are high-frequency and often cognates or semi-cognates with English.</p> <ul style="list-style-type: none"> Feminine nouns ending in –dad (e.g. realidad, sociedad) 	<p>At the end of this unit of learning, the pupils will be assessed on:</p> <p>Writing: To write in the Past Tense in the 1st and 2nd person, in addition to the Present Tense, using comparatives about my hobbies and someone else's.</p> <p>Reading: To identify the correct use of the verb 'to be', 'to do' 'to make' To identify 1st and 2nd person singular of Past Tense verbs.</p> <p>Speaking and Listening: Focus on pronunciation – Pupils read their written response to each other.</p>
TERM 1.2	<ul style="list-style-type: none"> Describing events in the past and present (at school) Describing events in the past and present (free time activities) Describing how people feel in the present (feelings and emotions) Describing future plans Talking about what people do (work) 	<ul style="list-style-type: none"> Past tense (preterite) –er and –ir verbs in 1st and 2nd person singular Prenominal adjectives Revisit TENER QUERER and DAR in 1st and 3rd person plural IR in 3rd person plural Para + infinitive Revisit regular present tense verbs 	<ul style="list-style-type: none"> Revisit final syllable stress with –er/-ir verbs in the preterite (-í) Ante-penultimate syllable stress Revisit SSCs [L] and [LL] Revisit 'hard C' [CA], [CO], [CU] Revisit [CU] + vowel Revisit [CE], [CI] 	<ul style="list-style-type: none"> Consolidation and extension of vocabulary relevant to the given contexts. Using 'de' to link nouns (e.g. partido de fútbol) Nouns used with IR and DAR in idiomatic ways (e.g. dar una vuelta, ir de paseo) 	<p>At the end of this unit of learning, the pupils will be assessed on:</p> <p>Writing: To be able to write in the past tense in the 1st and 2nd person and to be able to conjugate 'tener', 'querer', 'dar' and 'ir' in the Present Tense fully, in all 6 parts/'persons of the verb'.</p> <p>Reading: To identify the various conjugated parts of 'tener', 'querer' and 'dar' and 'ir' in the Present Tense.</p> <p>Speaking and Listening: Focus on pronunciation and correct phonics. Pupils conduct short conversations with each other.</p>

Assessment: 1st half spring term (Week 2.1.4). Separate phonics, vocabulary and grammar assessments. Total assessment time: 35 minutes.

TERM	CONTEXT	GRAMMAR	SOUNDS OF THE LANGUAGE	VOCABULARY	END POINT ASSESSMENTS
TERM 2.1	<ul style="list-style-type: none"> Describing what people do (technology and social networks) Describing what different people did in the past (Free time activities) Talking about the environment Saying what you do for others Routines and daily life 	<ul style="list-style-type: none"> Past tense (preterite) –ar verbs in 3rd person singular Past tense (preterite) –er and –ir verbs in 3rd person singular Personal ‘a’ Reflexive ‘me’ and ‘te’ Revisit possessive adjectives ‘mi’, ‘tu’ 	<ul style="list-style-type: none"> Revisit SSC [z] (alongside ‘soft C’ [ce], [ci]) Revisit SSC [que], [qui] Revisit ‘hard G’ [ga], [go], [gu] Revisit ‘soft G’ [ge], [gi] (alongside [j]) 	<ul style="list-style-type: none"> Revisit question words Revisit high-frequency regular –ar/-er/-ir verbs in new contexts. Developing the verb lexicon (-ar/-er/-ir verbs) Learn new meanings of the verbs ‘sacar’, ‘conocer’, ‘querer’ 	<p>At the end of this unit of learning, the pupils will be assessed on:</p> <p>Writing: Conjugation of Past Tense verbs in 1st, 2nd and 3rd persons, together with possessive adjectives.</p> <p>Reading: Pupils can recognise past tense verbs, plus reflexive pronouns.</p> <p>Speaking and Listening: Use of conjugated verbs in their conversations</p>
TERM 2.2	<ul style="list-style-type: none"> Describing a series of events (Narration) Talking about giving and receiving (Birthdays) Describing how things make people feel Giving opinions about school 	<ul style="list-style-type: none"> OVS word order Direct object pronouns ‘lo’, ‘la’ Indirect object pronouns (me, te, le) Gustar-type verbs 	<ul style="list-style-type: none"> Contrast [n] and [ñ] Revisit [v] and [b] Revisit [r] and [rr], including the pronunciation of [r] in word-initial position Revisit silent [h] 	<ul style="list-style-type: none"> Deepen vocabulary and grammar knowledge through work with a challenging text. Develop knowledge of words from a range of word classes Consolidate previously taught vocabulary by using them for further practice of sound-symbol correspondences 	<p>At the end of this unit of learning, the pupils will be assessed on:</p> <p>Writing: Word order, direct and indirect object pronouns and ‘me gusta’, etc. with infinitives.</p> <p>Reading: Pupils recognise ‘gustar’-type verbs, plus the direct and indirect pronouns.</p> <p>Speaking and Listening: Use and understanding of penultimate stress and accent stress of Spanish words</p>

Assessment: Week 3.2.3

Separate phonics, vocabulary and grammar achievement tests. [45 minutes]. Proficiency tests [L,R,W,S]. [45 minutes]

TERM	CONTEXT	GRAMMAR	SOUNDS OF THE LANGUAGE	VOCABULARY	END POINT ASSESSMENTS
TERM 3.1	<ul style="list-style-type: none"> • Visiting a Spanish speaking city • Describing family members • Describing how people feel • Comparing things • Describing what people do and did (sport) • Comparing where people go and went 	<ul style="list-style-type: none"> • Revisit SER (es, son), adjective agreement, para + infinitive • Possessive adjectives 'su' and 'nuestro' • Comparatives 'más' and 'menos' • Adjectives with comparative meaning • Demonstratives 'este', 'esta', 'estos', 'estas' • HACER in past (preterite) in singular persons • IR in past (preterite) in singular persons 	<ul style="list-style-type: none"> • Spelling changes with –ar verbs in 1st person past (preterite) (-qué, -gué) • revisit strong vowels [a], [e], [o] • revisit weak vowels [i], [u] • revisit final syllable stress (including regular verbs in the preterite) • revisit [ce], [ci] and [z] 	<ul style="list-style-type: none"> • Extend knowledge of numbers (21-30) • Consolidate knowledge of adjectives by learning to use them in comparisons 	<p>At the end of this unit of learning, the pupils will be assessed on:</p> <p>Writing: Conjugation of 'ser' and possessive adjectives, comparatives and adjectives.</p> <p>Reading: Identifying the Past Tense of 'hacer' and 'ir'.</p> <p>Speaking and Listening: Use and recognition of Past and Present Tenses of 'ser', 'hacer' and 'ir'</p>
TERM 3.2	<ul style="list-style-type: none"> • Asking questions about what people did • Learning about a famous Spanish speaking person • Describing school • Describing what is happening now • Describing Hispanic traditions • Talking about past and future trips 	<ul style="list-style-type: none"> • Revisit regular (-ar, -er, -ir verbs) in singular persons in past • Revisit regular (-ar, -er, -ir verbs) in plural persons in past and present • present continuous with –ar verbs • present continuous with –ir/-er verbs • revisit future plans with IR [revisited] 	<ul style="list-style-type: none"> • revisit penultimate syllable stress • revisit ante-penultimate syllable stress • revisit use of accent on singular vs plural nouns with final-syllable stress • revisit spelling changes –qué and –gué in the preterite 	<ul style="list-style-type: none"> • Revisit a range of vocabulary from Year 7 • Deepen vocabulary and grammar knowledge through work with a challenging text. 	<p>At the end of this unit of learning, the pupils will be assessed on:</p> <p>Writing: Conjugation of regular verbs in the present continuous tense</p> <p>Reading: Identifying the Present and Present Continuous of regular verbs</p> <p>Speaking and Listening: Use and recognition of Past and Present tenses of 'ser', 'hacer' and 'ir'</p>