



Year 8						
Subject intent	We welcome and celebrate cultural and linguistic differences within our school community. Language is the grammar of lived and living social relationships. When studying a modern foreign language, our students are encouraged to appreciate different cultures and ways of life, and to deepen their understanding of the world. It promotes mutual respect, reflection and resilience, and equips our students with the skills to be confident global citizens. In addition, by supporting students in gaining a qualification in a Modern Foreign Language, we are building their communication and literacy skills and preparing them for a globalised world of work.					
Subject Implementation	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knowledge	Context -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 Grammar	Context 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) Grammar	Context 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	Context Describing a series of events (Narration) Talking about giving and receiving (Birthdays) Describing how things make people feel Giving opinions about school	Context 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	Context -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



	<p>-Past tense (preterite) – ar verbs in 1st and 2nd person singular -Revisit SER for traits and ESTAR for state</p> <p>-Revisit English and Spanish question formation</p> <p>-Present-tense –er verbs in 1st person plural</p> <p>-Present tense –ir verbs in 1st person plural</p> <p>-HACER in 1st and 3rd person plural</p> <p>-Subject pronouns</p> <p>-Present simple for ongoing/unfinished actions</p> <p>Vocabulary</p>	<p>Past tense (preterite) – er and –ir verbs in 1st and 2nd person singular</p> <p>-Prenominal adjectives</p> <p>Revisit TENER</p> <p>QUERER and DAR in 1st and 3rd person plural</p> <p>IR in 3rd person plural</p> <p>-Para + infinitive</p> <p>Revisit regular present tense verbs</p> <p>Vocabulary</p>	<p>Grammar</p> <p>Past tense (preterite) – ar verbs in 3rd person singular</p> <p>Past tense (preterite) – er and –ir verbs in 3rd person singular</p> <p>Personal ‘a’</p> <p>Reflexive ‘me’ and ‘te’</p> <p>Revisit possessive adjectives ‘mi’, ‘tu’</p> <p>Vocabulary</p>	<p>Grammar</p> <p>OVS word order</p> <p>Direct object pronouns ‘lo’, ‘la’</p> <p>Indirect object pronouns (me, te, le)</p> <p>Gustar-type verbs</p>	<p>Grammar</p> <p>-Revisit SER (es, son), adjective agreement, para + infinitive</p> <p>-Possessive adjectives ‘su’ and ‘nuestro’</p> <p>-Comparatives ‘más’ and ‘menos’</p> <p>-Adjectives with comparative meaning</p> <p>-Demonstratives ‘este’, ‘esta’, ‘estos’, ‘estas’</p> <p>-HACER in past (preterite) in singular persons</p> <p>-IR in past (preterite) in singular persons</p> <p>Vocabulary</p>	<p>Grammar</p> <p>-Revisit regular (-ar, -er, -ir verbs) in singular persons in past</p> <p>-Revisit regular (-ar, -er, -ir verbs) in plural persons in past and present</p> <p>-Present continuous with –ar verbs</p> <p>-Present continuous with –ir/-er verbs</p> <p>-Revisit future plans with IR [revisited]</p> <p>Vocabulary</p>
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	<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> <p>Feminine nouns ending in -dad (e.g. realidad, sociedad)</p>	<p>Consolidation and extension of vocabulary relevant to the given contexts.</p> <p>-Using 'de' to link nouns (e.g. partido de fútbol)</p> <p>-Nouns used with IR and DAR in idiomatic ways (e.g. dar una vuelta, ir de paseo)</p>	<p>Revisit question words</p> <p>Revisit high-frequency regular -ar/-er/-ir verbs in new contexts.</p> <p>Developing the verb lexicon (-ar/-er/-ir verbs)</p> <p>Learn new meanings of the verbs 'sacar', 'conocer', 'querer'</p>	<p>Vocabulary</p> <p>Deepen vocabulary and grammar knowledge through work with a challenging text.</p> <p>Develop knowledge of words from a range of word classes</p> <p>Consolidate previously taught vocabulary by using them for further practice of sound-symbol correspondences</p>	<p>Extend knowledge of numbers (21-30)</p> <p>Consolidate knowledge of adjectives by learning to use them in comparisons</p>	<p>Revisit regular (-ar, -er, -ir verbs) in singular persons in past</p> <p>-Revisit regular (-ar, -er, -ir verbs) in plural persons in past and present</p> <p>-Present continuous with -ar verbs</p> <p>-present continuous with -ir/-er verbs</p> <p>Revisit future plans with IR [revisited]</p>
Skills	<p>-Use and agree adjectives with masculine and feminine nouns</p> <p>-Understand patterns and use feminine noun formation</p> <p>-Identify language patterns</p>	<p>-Develop forming/answering a range of questions</p> <p>-Be able to use both the Present and the Past (Perfect tense) with increased confidence and accuracy</p>	<p>-Be able to talk about your typical day in the Present and the Past</p> <p>-Be able to identify specific words in Listening tasks with increased accuracy</p>	<p>-Skim texts for gist</p> <p>-Recognise and answer several questions with increased accuracy, using a range of question words</p>	<p>-Understand longer passages from one topic with less repetition</p> <p>-Be able to make comparisons using comparative forms of adjectives and adverbs</p>	<p>- Understand a range of instructions, questions and short phrases</p> <p>-Pick out a series of phrases at near normal speed (Listening)</p>
Subject Impact	- acquire the	- improve their	- build confidence in	-communicate about a	-communicate more	-use modals to describe



	knowledge and understanding that enables them to be creative with the language and to become independent learners.	understanding of grammar and hence develop their creativity and independence.	language use to be able to continue their language studies further. - appreciate cultural diversity and recognise different ways of seeing the world.	recent holiday, using a range of verbs with a developed accuracy in three different tenses	complex opinions, using an improved range of adjectives, more accurate adjective endings and a developed persuasive language using comparatives	what they should do -communicate about festivals, narrating past tense events more confidently -demonstrate further skills in reading/listening and translation and grammar.
Assessment	Formative Vocabulary testing Translation Listening Speaking (Role-play)	Summative Vocabulary testing Phonics, Listening, Reading, Writing, Grammar	Formative Vocabulary testing Speaking (Photo-card) Listening Translation	Summative Vocabulary testing Reading Grammar Extended writing	Formative Vocabulary testing Listening Translation Speaking (General conversation)	Summative End of year exam