

Spanish KS3 Assessment – GOLD

Year 8

Overview	Knowledge: What will they Learn?	Skills: Understanding - what will they be able to do?	Literacy - Key Terminology	Assessment
Autumn Term 1 “Mis vacaciones”	Talking about a past holiday Using the preterite of ir Saying what you did on holiday Using the preterite of regular -ar verbs Describing the last day on holiday Using the preterite of -er and -ir verbs Saying what your holiday was like Using the preterite of ser Giving a presentation about your holiday Making your sentences interesting	Listening & reading: Listen to a dialogue about holidays Match audio to photos Listen to people describe how their holidays were Match descriptions to words/symbols/images Listen to and sing along with a song describing a holiday Discern whether opinions on holidays are positive or negative Read four short texts describing holidays, and match the pictures to the details in each text Read an account of a holiday in Mexico and match the text with photos	preterite of ir (full paradigm) preterite of regular -ar verbs preterite of sacar: spelling change saqué preterite + no using sequencers preterite of regular -er and -ir verbs preterite of <i>ver</i>: <i>vi</i> a + el = al	Listening and reading DMT (150 words)

		Speaking: Play a guessing game in pairs Create dialogues expressing positives and negative opinions Prepare a presentation about summer holidays Rehearse, deliver and give feedback on a presentation about summer holidays Writing: Write sets of sentences describing holidays Invent an interview with a celebrity about a summer holiday Use techniques from the skills feature to improve sentences Brainstorm ideas and prepare a mind-map for a presentation about summer holidays		
Autumn Term 2	Saying what you use your phone for	Listening & reading:	present tense of regular verbs: -ar,-er,-ir and stem-changing	Listening & reading DMT (150 words)

"Mi movil, mi vida"	Revising the present tense Saying what type of music you like Giving a range of opinions Talking about TV Using the comparative Saying what you did yesterday Using the present and the preterite	Listen to a list of things people do on a mobile phone Listen to and understand five people talk about how often they use their mobile Listen to a short dialogue about a singer and complete the gapped text Listen to and understand a list of TV programme types Listen to people talk about what TV programmes they like and dislike Listen to two teenagers working through the questionnaire that features comparative adjectives match a list of sentences about mobile phone use to English translations Read and understand a short text about mobile phone and computer use Read two cartoon strips in which a boy and girl answer the question Find the Spanish equivalents of listed English sentences	using the comparative: más + adjective + que using the present tense and the preterite together – time markers: normalmente, ayer	
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		Read and understand a series of chatroom posts Speaking: Practise giving opinions Say 2-3 sentences about how I use my phone Carry out a survey of ten people in the class to find out what music they like and dislike Create four dialogues about singers Create two dialogues involving time expressions Writing: Write 3-4 sentences about mobile phone use Complete sentences about music preferences Write a short text about music preferences Write a chatroom post giving their opinion on various types of TV programme Write a comic strip contrasting what they normally do with what		
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		happened yesterday – an unusual day		
Progress check	What measurable criteria will you use to determine who is Above Expected, Expected, Below Expected, Cause for Concern? Above Expected: +90% Expected: 65-90% Below expected: 64-50% Cause for Concern: -50%			
Spring Term 1 "A comer"	Saying what food you like Using a wider range of opinions Describing mealtimes Using negatives Ordering a meal Using usted / ustedes Discussing what to buy for a party Using the near future Giving an account of a party Using three tenses together	Listening & reading: Listen to people say what they like and don't like to eat and drink, and match audio to photos Listen to and understand four speakers answering the questions <i>¿Qué (no) te gusta comer o beber?</i> Read texts in which animals describe what they like to eat, and match text to photos Listen to and understand a list of food items Listen to people discuss party preparations using the near future tense Identify food and drink items from photos	"We" form of –ar verbs negatives: no, nunca, no... nada tú, usted, ustedes near future tense using three tenses together	Listening and reading DMT (Translation into Spanish)

		Read and understand texts describing different eating habits Read and understand a dialogue in a restaurant Read and understand forum posts about restaurant experiences Read and understand an invitation to a Mexican themed party Speaking: Talk about liking and disliking certain foods Carry out a survey of food preferences Create dialogues based on a restaurant Writing: Write 5-6 sentences giving opinions on food and what do you normally eat Write about an ideal meal Choose a theme for a party and write a creative invitation		
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Spring Term 2 “¿Qué hacemos?”	Arranging to go out Using <i>me gustaría</i> + infinitive Making excuses Using <i>querer</i> and <i>poder</i> Discussing getting ready to go out Using reflexive verbs Talking about clothes Saying ‘this/these’ Talking about sporting events Using three tenses	Listening & reading: Listen to and understand people discussing where to go, at what time and where to meet Listen to people answering the question <i>¿Quieres salir?</i> and match audio to photos Listen to and understand conversations in which people say why they can’t go out Listen to an audio featuring reflexive verbs Listen to and understand answers to the question <i>¿Qué llevas normalmente los fines de semana?</i> Listen to and understand discussions about weekend activities and dress Read a chatroom dialogue in which two friends make arrangements to go out Read and understand text messages asking <i>¿Te gustaría...?</i> Read and understand texts in which a boy and a girl describe their preparations for going out	Possessive adjectives <i>mi/tu/su</i> and <i>mis/tus/sus</i> Irregular verbs <i>tener</i> and <i>ser</i> Position of adjectives (after the nouns) Agreement of adjectives with nouns The verb <i>estar</i>	Listening and reading DMT (speaking)
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		Read and understand texts which use two tenses to describe what people normally wear and are going to wear Read and understand a series of forum posts Speaking: Create dialogues about places to go Practise giving excuses not to go out Making as long a sentence as possible by using sequencers to combine phrases using reflexive verbs Present a text about a celebrity getting ready for a party Writing: Write a chatroom dialogue about arrangements to go out Write text messages containing excuses not to go out Write a creative text about a celebrity preparing to go out		
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		Write two blog entries about going out and choice of clothes Translate sentences into Spanish		
Progress check	What measurable criteria will you use to determine who is Above Expected, Expected, Below Expected, Cause for Concern? Above Expected: +90% Expected: 65-90% Below expected: 64-50% Cause for Concern: -50%			
Summer Term 1 "Operación verano "	Describing my town/ village Telling the time Ordering in a café Saying what I am going to do at the weekend	Listening & reading: Listen to a tourist information text about Majorca Match audio to photos Listen to and understand two teenagers discussing what they are going to do during a week in Majorca Speaking: Ask for and give directions using the simple town plan provided Create short dialogues about what one can do in two holiday resorts Writing:	<i>un/una, unos/unas, muchos/muchas</i> <i>ir</i> –to go (present tense) Stem-changing verb <i>querer</i> The near future tense (<i>voy, vas, va, etc...</i> + infinitive)	DMT (Speaking)

		Translate six 'You can...' statements into Spanish Write a paragraph about what one can do at a tourist destinations		
Summer Term 2	Revision in preparation for the end-of-year assessments Project 1: "The Spanish-speaking world" Understanding/ Researching key facts about Spanish-speaking countries Project 2: "Encanto"	Listening & reading: Understand key facts about a Spanish-speaking country Speaking: Make a presentation of a Spanish-speaking country of my choice Listening & reading: Understand small extracts of the film. listen to two different songs and complete the lyrics Writing: Describe the film characters Describe your super power Fill in the blanks in the films songs	The language of geography Consolidate the key vocabulary to describe physical descriptions	End-of-year assessments (4 skills)

		Make a poster about Colombia including (population, landmarks, famous people, etc.)		
Progress check	What measurable criteria will you use to determine who is Above Expected, Expected, Below Expected, Cause for Concern? Above Expected: +90% Expected: 65-90% Below expected: 64-50% Cause for Concern: -50%			