

Long Term Plan: Y8 Spanish 2022-23

Year 8 Spanish	Intent	<p>Your languages teacher's ultimate aim is always that you:</p> <ul style="list-style-type: none"> ☑ Feel you are good at languages ☑ Need less and less of our help ☑ Can communicate confidently in writing and speech ☑ Understand more about the countries and cultures where the language is spoken ☑ Want to know more so you can keep improving and learning ☑ Aim to become fluent (fast and accurate language use) ☑ Develop other skills that will help you later in life (empathy, analytical thinking, flexibility, perseverance, memory retention and communication skills) ☐ Embrace diversity and celebrate cultural differences
	Assessment strategy	<p>We follow the EPI MFL teaching methodology so receptive skills are regularly assessed in mini assessment. This then informs the next sequence of teaching and the recycling points. Each sequence last 6 lessons at least. Students must develop their receptive skills before they are able to use their productive skills successfully.</p> <p>After a few units of study, students undergo a fluency training unit where they review all their learning up to that point aiming to develop fluency (fast and accurate use of language) and automaticity. This focus on vocabulary expansion, phonics knowledge and grammar application in across contexts. This unit of study is then followed by our summative writing and speaking assessments. Students receive a percentage grade based on their most recent 4 skills which is used to calculate their achievement zone, strengths and areas for development for the next topic.</p>

		Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Years	Disciplinary knowledge	Narrating past holidays	Music, TV and film	Fluency Training	Past event	Inviting people out	Fluency Training
		Stating where you went and who with Giving opinions in the past	Describing what you normally listen to and why.	Review and fluency building of all topics so far. Past event	Talking about a past event. Giving past opinions and reasons Key question:	Asking people to go places Accepting invitations and giving reasons Declining invitations	Review and fluency building of all topics so far. Getting ready

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p a n i s h		<p>Narrating events during a past holiday</p> <p>Key questions: Habláme de tus últimas vacaciones. ¿Cómo fueran tus vacaciones? ¿Qué hiciste el último/primer día?</p>	<p>Describing opinions and reasons on TV/film.</p> <p>Key questions: ¿Qué tipo de música escuchas normalmente? ¿Te gustan ...? ¿Por qué?</p> <p style="text-align: center;">Fluency Training</p> <p>Review and fluency building of all topics so far.</p>	<p>Talking about a past event.</p> <p>Giving past opinions and reasons</p> <p>Key question: ¿Qué hiciste ayer?</p>	<p>¿Qué hiciste ayer?</p> <p style="text-align: center;">Inviting people out</p> <p>Asking people to go places Accepting invitations and giving reasons Declining invitations</p> <p>Key question: ¿Te gustaría ir al...? ¿Por qué? ¿Dónde quedamos? ¿A qué hora?</p>	<p>Key question: ¿Te gustaría ir al...? ¿Por qué? ¿Dónde quedamos? ¿A qué hora?</p> <p style="text-align: center;">Turning down invitations</p> <p>Asking people out Turning down invitations Making excuses</p> <p>Key questions: ¿Qué tal? ¿Te gustaría ir ...? ¿Quieres salir? ¿Por qué/Por qué no?</p>	<p>Describing how to we get ready. Describing what clothes you wear. Describing future plans.</p> <p>Key questions: ¿Cómo te preparas cuando sales de fiesta? ¿Qué llevas normalmente los fines de semana? ¿Vas a salir esta noche?</p>
	Substantive knowledge	<p>Grammar: Conjugating preterite verbs Hacer + weather Comparatives Using lo que Conditional phrases Superlatives</p> <p>Skills : Giving a variety of opinions Using reasons and exclamations Create dialogues</p>	<p>Grammar: Me gusta/n Present tense verbs Negatives Question formation Comparatives Adjectival agreement Future/Imperfect phrases</p> <p>Skills : Using time phrases and intensifiers Using a range of opinions and reasons</p>	<p>Grammar: Using and recognising the past tense Using double verb sentences Me gusta/n Decidí + inf. Superlative and comparatives phrases</p> <p>Skills : Photo description Role plays Using sequencers Using time phrases Narrative writing</p>	<p>Grammar: Using and recognising the past tense Using double verb sentences Me gusta/n Decidí + inf. Superlative and comparatives phrases Conditional tense Exclamations Prepositions 3rd person verbs</p> <p>Skills : Photo description</p>	<p>Grammar: Superlative and comparatives phrases Conditional tense Exclamations Prepositions 3rd person verbs Using tengo que Infinitive structures Future tense verbs</p> <p>Skills : Translation Telling the time Giving reasons</p>	<p>Grammar: Reflexive verbs Present tense Adjectival agreement and placement Future tense Using al/a la 3rd person verbs</p> <p>Skills : Using time phrases and sequencers Describing colour Using reflexive verbs Narrating events Using multiple tenses</p>

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	Reading for P/N, Gap fills, T/F Narrating events Using a variety of sequencers General conversation Understanding authentic resources Comparing and contrasting	Using a range of tenses Reading for multiple details Role plays and dialogues Varying your connectives Double verb phrases	Cuando phrases Using negatives	Role plays Using sequencers Using time phrases Narrative writing Cuando phrases Using negatives Translation Telling the time Giving reasons Agreeing and disagreeing with people High level opinions	Agreeing and disagreeing with people High level opinions High level connectives Having dialogues Using multiple tenses Reading and listening questions in TL	
Justification	All topics in Y8 have been planned and scheduled so that they build on past knowledge and skills from Y7, and they prepare students for their next steps in Y9-Y11. The MFL curriculum is planned so that students cover and develop all the communicative functions necessary to be successful linguists, see below specific communicative function details for Y8. The curriculum is planned so that students develop a breadth of knowledge and skills in Y7/8 and then go into more depth in Y9/10/11. Skills and knowledge are recycled strategically in KS3 and KS4 so that students have multiple opportunities to learn and develop each targeted item.					
	Describing past events (CF9) Expressing feelings (CF4)	Expressing feelings (CF4) Comparing and contrasting (CF6) Describing behaviours in the present (CF7)	Describing past events (CF9) Expressing feelings (CF4)	Describing past events (CF9) Making arrangements (CF5) Creating questions (CF3)	Making arrangements (CF5) Creating questions (CF3) Indicating agreement and disagreement (CF11)	Describing behaviours in the present (CF7) Expressing feelings (CF4)
Keystone vocabulary	And alternatives Also alternatives Because alternatives But alternatives Question words More... than			I played I drank It was very a little a lot		

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	<p>Less... than I think that</p> <p>I believe that</p> <p>I like + verbs</p> <p>Idiomatic phrases x2 I would like + verbs</p> <p>I decided to + verbs I am going + verbs It's going to be I went I ate</p>						<p>completely</p> <p>totally</p> <p>In the future,</p> <p>sometimes,</p> <p>Normally,</p> <p>In the past,</p> <p>from time to time</p> <p>No</p> <p>don't</p> <p>never</p>
Links to prior learning	<p>The students' skills, phonics and vocabulary knowledge from Y7 are built on and consolidated with every unit in Y8, developing these to a higher level and consolidating any Y7 learning which isn't as secure.</p> <p>All Y7 key stone words including complex phrases used routinely in Y8 so that they can be further embedded and built on.</p>						
	<p>Y7Sp holiday topics</p> <p>Y7Sp Hobbies</p> <p>Y7 Sports and Idols</p> <p>Y7Sp Town</p> <p>Y7 Using masculine and feminine adjectives</p>	<p>Y7Sp Hobbies and Sports Idols module</p> <p>Y7Sp conjugation work – present tense</p> <p>Y7/8Sp opinions and reasons</p>	<p>Y7Sp Holiday topics</p> <p>Y8Sp Narrating events</p> <p>Y7Sp Hobbies</p> <p>Y8 past tense</p>	<p>Y7Sp Holiday topics</p> <p>Y8Sp Narrating events</p> <p>Y7Sp Hobbies</p> <p>Y7Sp Introductions</p> <p>Y7Sp Town and directions</p> <p>Y7 conjugation work – present tense</p> <p>Y8 conjugation work – past tense</p>	<p>Y7Sp Introductions</p> <p>Y7Sp Town</p> <p>Y8Sp Invitations</p> <p>Y7 conjugation work – present tense</p> <p>Y7 Question words and numbers/times</p>	<p>Y7 going out module</p> <p>Y8Sp Invitations</p> <p>Y7 conjugation work – present tense</p> <p>Y7/8Sp opinions and reasons</p>	
Cross-curricular and careers links	<p>Use key grammatical vocabulary: nouns, verbs, infinitives, adjectives, tenses</p> <p>Reading skills – reading for cognates, key language, skim and scan reading strategies, comprehension skills</p> <p>Writing skills including reviews of books, films, hotels, activities, narrating events</p> <p>Speaking and listening skills development throughout all units, e.g.: dialogues and role plays</p> <p>Two Careers Skills builder skills focus for every lesson, e.g.: listening and problem solving during a receptive processing lesson</p>						
	English Geography	English Music	English PE	English Drama	English Drama	English	

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		<p>History Maths</p> <p>Careers link: Labour market information within tourism. What jobs are in the tourism industry?</p> <p>Careers link: Budget tasks e.g.: how many tourist sites can they visit with 35.00 €?</p> <p>Careers link: Write a trip review in 1st person. Reviews of hotels, restaurants, and activities.</p>	<p>Drama PE</p> <p>Careers link: LANGUAGES LIVE Trip – Sheffield University</p>	<p>Music Art</p>	<p>Maths Prep – positive relationships</p>	<p>Prep – accepting being turned down/turning down invitations</p>	<p>Prep -personal hygiene/routines</p> <p>Careers link: How do you get ready for different situations? le.: being at home, going out with friends, interviews, dinner at a restaurant</p>
	<p>Links to future study</p>	<p>All topics in KS3 link with KS4 topics and cover the basis for the KS4 modules with a focus on developing specific communicative functions. The Communicative functions Y8 focus on are describing past events, describing behaviours in the present and making arrangements. In addition, all year groups focus on expressing feelings, comparing, and contrasting and creating questions, these are our universal communicative functions. Lastly, we focus on developing key linguistic skills required for effective communication. This is then built on in Y9/10/11 and includes vocabulary, phonetical and grammatical development, see below for specifics.</p>					
		<p>Y9Sp: Food Y10/11Sp: Mis vacaciones Times and numbers Y10/11Sp: Mi tiempo libre</p>	<p>Y9Sp : technology Y10/11Sp: Mi tiempo libre</p> <p>Grammar links: present tense Opinions</p>	<p>Y10/11: all topics use past tense knowledge</p> <p>Grammar links: Past tense Adjectival agreements</p>	<p>Y10/11Sp : Mi tiempo libre Y10/11Sp: Mi ciudad Times and numbers</p> <p>Grammar links: Past tense Present tense</p>	<p>Y10/11Sp : Mi tiempo libre Y10/11Sp: Mi ciudad Times and numbers</p> <p>Grammar links: Past tense Present tense</p>	<p>Y10/11Sp: Mis costumbres Y10/11Sp: Mi gente and mi tiempo libre</p> <p>Grammar links: Reflexive verbs Using sequencers</p>

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		Grammar links: Asking questions Past tense formation Using sequencers and narration skills	Comparatives and superlatives Adjectival agreements	Opinions in the past	Asking questions Conditional phrases Taking part in active conversations – role plays	Asking questions Conditional phrases Taking part in active conversations – role plays	Narrating Present tense
Assessment	Baseline Assessment Reading and Listening 1		Writing and Speaking 1	Reading and Listening 2	Reading and Listening 3	Writing and Speaking 2	
Homework	Quizlet tasks set weekly based on the sentence builder being studied or past work. Homework is automatically marked by Quizlet. Teachers to monitor completion and reward/set detentions weekly. Teachers to use analysis to inform planning and knowledge quiz vocabulary choices.						