

Transcript: Year 8 Spanish Scheme of Work Overview

Length of Talk: 26 minutes

Presenter: Nick Avery

Slide 1 (00:00 – 00:21):

Hello, my name is Nick Avery and I'm the scheme of work holder for Spanish at NCELP. This is the subject-specific part of the Y8 scheme of work session for Spanish. There are similar presentations available for French and German, with my colleagues Natalie Finlayson and Rachel Hawkes, if you wish to watch them.

Slide 2 (00:21 – 00:42):

This session has three parts. The first is a walk-through of the key features of the [scheme of work document](#). I'll then be presenting some resources from lessons that we've created based on the scheme of work. And finally, at the end I'll show you how you can find further resources yourself.

Slide 3 (00:42 – 00:58):

If you look at the bottom of the scheme of work excel document, you can see a number of tabs in different colours. The first that I'm going to show you is the grammar tracking tab, which gives an overview of the grammar that is taught and revisited in Y8.

Slide 4 (00:58 – 02:36):

Here is a screenshot of the grammar tracking tab for the first half term of Y8. In the column with the grammar features, bold type indicates that a grammar feature is new. For example, you can see that in the first week we're introducing "-ar" verbs in the first person singular preterite. Revisited features are in normal type, so in the same week, the "-ar" verbs in the first-person singular present are being revisited. The following column shows the tense that is being taught, which in this case is the past. And in the final column, you can see the learning purpose or context, which is usually quite broad. In this case, it's describing events in the past and present, with particular reference to travel.

Although not shown in the screenshot, Y8 also includes an extended text week for each of the three terms and we'll talk a little bit more about that later on.

Finally, throughout Y8 we also include a number of consolidation weeks, where no new grammar is introduced. You can see in that particular line, week three of Y8, we revisit "ser" and "estar" because these were two features that were taught in Y7 and tend to be quite difficult, so we focus particularly on those features and making sure that they're secure. In those weeks, we also revisit vocabulary from Y7 as well.

Slide 5 (02:36 – 05:08):

This slide shows the layout of the scheme of work itself, with a screenshot of a typical week in Y8. It starts on the left-hand side, with the new grammar being introduced. In this week, which is week four of the first term, we teach present tense "-er" verbs with the first-person plural ending "-emos", as well as the use of present simple for ongoing meaning.

The order of the grammar teaching depends on the language but as a general rule, we teach the high frequency irregular verbs like “ser” early on and then move to the highly regular and common verbs soon after that.

To the right of that, we have the vocabulary column. You can see that we have a focus on common word patterns in Y8, so that's a new feature to note. This includes suffixes that are particularly frequent and which are taught explicitly, particularly to aid comprehension of unknown words in texts.

The next two columns show the two vocabulary sets that are revisited. These are sets of vocabulary from lessons three and nine weeks before, and vocabulary from these weeks are integrated as much as possible into the lesson resources in the current week so that we really ensure that that vocabulary is revisited and students have plenty of opportunities to use it.

We also have a ‘sounds of the language’ column in Y8. This was previously limited to phonics in Y7 but this year we’re extending it a bit. You can see that, in Spanish, we’re looking at stress patterns and, in particular, spelling rules, for example the final syllable stress where an accent is sometimes written above the final vowel, depending on the letter that the word ends in.

And, as I say, this is a typical week in Y8 but other weeks are also set aside for consolidation and also for assessment in terms two and three, and also for those rich texts with extended opportunities for text exploitation that I mentioned before.

Slide 6 (05:08 – 05:21):

The next tab I'd like to show you is the Y8 resources tab, which you can see above in yellow. This is a page with individual links to all of the resources we've made based on the Y8 scheme of work.

Slide 7 (05:21 – 05:43):

So, here it is. You can see that as well as the lesson resources, we have links to the vocabulary sets on quizlet, the homework sheets for pre-learning vocabulary ahead of each lesson and also the gaming grammar missions that align with the grammar that's being taught or revisited in a particular week, which is usually good fun.

Slide 8 (05:43 – 05:58):

Our next tab is the Y8 vocabulary list. This has all the information about the Spanish words being taught, including their English meanings, parts of speech and frequency rankings.

Slide 9 (05:58 – 07:06):

Here's the vocabulary list with the information I just mentioned. One way in which you can use it is to sort or filter useful information. For example, if you only wanted to see which verbs have been previously taught, you can filter the part of speech column so that only verbs are shown. Similarly, there's the frequency column just to the right of that and that can also be sorted. The most frequent word is ranked as one and the higher the number, the lower the frequency.

We have a document on the resource portal called ['uses of the NCELP scheme of work word list in excel'](#) and if you go on that, it has a step-by-step guide to how you can use those filter and sort functions, which are quite straightforward. Finally, on the right-hand side we give some summary figures and, as you can see, the percentage of the words in the top 2000 is above 90%.

Slide 10 (07:06 – 07:24):

The final tab I'm going to show you is the multiple senses tab. This tab lists all of the Y8 words that have more than one meaning and these meanings are taught cumulatively, so we need to track where within the scheme of work we've introduced each meaning. I'll show you that in just a second.

Slide 11 (07:24 – 09:11):

Some words in this scheme of work have multiple meanings or multiple senses and here you can see the English columns with a little superscript number. The little superscript number one refers to the first time that that word is introduced and then the second and the third and so on. Meanings and senses are introduced in a step-wise fashion and previously taught meanings are included in the English translations cumulatively. For example, “listo” in that second row is first taught as ‘ready’ at the beginning of Y7 and then in Y8 we introduce the new meaning of ‘intelligent’ to that definition.

Within this tab, there are three categories of polysemous words. Firstly, those with a different meaning but which have the same part of speech. For example, “llevar” is a verb that can mean ‘to wear’ or ‘to take’. Then there are words with different meanings and different parts of speech. For example, “tarde” in Spanish can be an adverb meaning ‘late’ or it could also be a noun meaning ‘afternoon’ or ‘evening’. And then the final category is words with the same meaning but different parts of speech. The word “voluntario” in Spanish could be the noun ‘volunteer’ or could be ‘voluntary’, and essentially the core meaning is the same but the part of speech is different.

Slide 12 (09:11 – 09:44):

Ok, that's the first part of the session done. I'm now going to show you a few activities from different Y8 lessons to show the progression since Y7 and these will be extracts of lessons but they are all on the [portal](#). If you wish to look at each of them within the full lesson, they're there for you to look at and in the notes below these slides you'll also see a reference to the week number, that's in case you want to go and find a particular activity that's mentioned.

Slide 13 (09:44 – 11:28):

Ok, here's the first activity I'd like to show you. It's a vocabulary revisiting activity where we've written the instructions entirely in Spanish using words that students can now be expected to understand. As you can see, it's a task with multiple steps. Students first have to identify the meanings of the Spanish words and match them to the English words and pictures, and then those Spanish words are covered up and students have to recall them. They work in pairs, essentially testing each other on whether they can retrieve those words from memory.

An activity with multiple steps like this probably wouldn't have been possible to explain in Spanish in Y7 but now, with a larger vocabulary, we can put those words in Spanish. There is one word, "turnos", which hasn't been previously taught but it is a near cognate and has also appeared incidentally in earlier resources, so it might already be clear but might otherwise require clarification.

And I suppose this is one easy way to increase the number of encounters with previously taught vocabulary. I mean, we do it in our resources, we try to weave them in. We sometimes create stand-alone vocabulary activities like this but the rubrics and task instructions are another way that we can

increase the number of encounters and gently raise the level of difficulty from Y7.

Slide 14 (11:28 – 12:25):

As I mentioned before, there are three extended texts weeks in Y8 and we've already made the first of these, which was based on a series of factual mini texts about Bolivia, which for many people is one of the lesser known countries of the Spanish-speaking world. This slide shows how the pre-reading activities aim to engage students by making them think about which country on the map the text might be about. It's a low-stakes activity, it doesn't require previous knowledge and it presents new information, including some of the words that will appear in the text, and hopefully creates a sense of anticipation before the text that they're about to read.

Slide 15 (12:25 – 13:26):

On the following slide that lesson, students have to make some predictions about the geography of Bolivia, which is what the first of the mini texts will be about. This is a speaking activity that has a few uses and one of these is to reactivate knowledge of those really high frequency verbs that they saw in Y7, like "hay", "tiene", and "es", and to think about the meanings of some of the new vocabulary items that will appear in the text. So, for example, "lluvia" will be new, and so will "glaciares" and "paisajes". Of course, there are no right or wrong answers here, it's simply to get students engaged with the text, the concepts that will appear in it and also, as I say, to revisit some of that language from Y7 as well.

Slide 16 (13:26 – 14:07):

This is the first mini text that students see in this extended texts week and it's obviously a chance for the students to check the predictions that they made in the last activity and, in that way, engage further with the meanings of the words that they've just seen. And although some words are new, as is the intention in these text exploitation weeks, their meanings have in some cases been introduced in advance and the texts are written largely using previously taught grammar and vocabulary from Y7 and Y8 up to this point.

Slide 17 (14:07 – 15:18):

Our Y8 vocabulary teaching also includes common patterns and word formations, such as suffixes that have an equivalent in English. For example, the suffix '-tion' in English is often translated as “-ción” and this can help students to work out the meanings of unknown words when they meet them in texts.

Again, frequency informs the selection of which word patterns we teach. We found almost 50 examples of words with this suffix in the top 2000 words, so it's really frequent and so we decided to introduce it as one of the first patterns. We're using two known words here, “opción” and “estación”, to introduce the rule, which is then practised with unknown words whose meanings might be picked up incidentally, but we wouldn't expect students to learn all of the words that we use to practise these rules.

Slide 18 (15:18 – 16:08):

Sometimes there are nice connections between the vocabulary and the word patterns that we teach and also the sounds of the language strand, and the choice of words that we can use to practise particular rules. You can see here how we focus on the same suffix in its singular and plural forms. An

accent is used in the singular but not in the plural and we link that to the previously taught rules on stress patterns and the use of the written accent. So, rather than just seeing it as an isolated thing in Spanish, we can actually use it to practise those rules on stress patterns and accents.

Slide 19 (16:08 – 16:47):

This activity puts that rule into practice that we just saw. Students need to listen out for whether the noun is in its singular or plural form and decide whether it needs an accent or not. Obviously, there's scope for differentiation here and teachers can adapt the activity as appropriate. Some students will be quite able to write the full word and that's something that extends to a lot of activities, actually. We try to put ideas for differentiation in the notes below the slide.

Slide 20 (16:47 – 18:59):

In Y8 we're increasingly using tasks with bimodal input, which is where students read and listen to a text at the same time. We've got one here that we included in a consolidation week about the environment. These tasks can be used in a few ways.

One is to use them for a 'stop the tape' activity where students read and listen until the teacher hits pause and then they have to identify the next word and/or the previous word and this can help with their segmentation, which is the ability to identify boundaries between words in speech.

Another way it can be used is to split the text up into different sections, which is what you can see on the left-hand side with those orange action buttons, and this time students listen and follow but when the audio stops, they have to suggest an alternative word that could replace the next one in the text. In

this case, we kind of strategically stop the text at particular points which require students to think about particular features.

In this week, it was “-er” and “-ir” verbs in the preterite, so we tried to make students think about that at those particular points in the text. And this can help both grammar and vocabulary knowledge. Obviously, when students are thinking about what kinds of words could replace another one in the text, they're having to think about parts of speech and syntax, which combinations of words could work, and also, they need to think about vocabulary and the meanings of those words and whether they would be plausible in the context.

So, now that we can write these slightly longer texts, there's a lot of potential for all kinds of text exploitation, not only in the text exploitation weeks but also in these revision weeks where we're bringing features together.

Slide 21 & 22 (18:59 – 20:55):

This is a writing task which comes straight after the one that you just saw on the previous slide, in the same revision week. It gets students to write the text again in a new way, changing things in order to practise those features that we're trying to focus on. So, as I say, the focus this week was on consolidating the “-er” and “-ir” verbs that have been previously taught, as well as subject pronouns.

So, you can see, if I go to the next slide, what we've suggested students could change within the text. So, they can change the person or change the verb and its complement. But obviously, there's no one size fits all here; with some students it might be better to not get them to change those subject pronouns, but just to focus in on the verb. With others, they may even be able

to write a new version of this or add time markers to it, and we've put some of these suggestions in the notes below, but there are multiple ways that the text could be used.

And just one other thing to say is that I've mentioned quite a few features here – you've probably seen various verbs in the preterite in the first, second and third-person singular. We're bringing quite a few features together here, but that's because they've already been practised extensively, so we wouldn't do this if we were just in the same week where we were first introducing some language, but now that a lot of this language has been practised quite a lot, we can bring it all together in these extended texts.

Slide 23 (20:55 – 22:42):

The final example of a Y8 resource that I'd like to show you is an explanation slide, actually, that we use to introduce a new way in which “dar” is used. We taught this verb in Y7 – we used it exclusively with the meaning ‘to give’ – but one of the reasons why it's so frequent is that it's used in ways that don't only translate as ‘give’ in English, and in Y8 we've tried to introduce this gradually.

So, there's this use of “dar” for describing how something makes somebody else feel or the effect it has on someone, where in English we would tend to use ‘to be’ with an adjective, and we highlight this in the explanation. We taught this along with a number of nouns, which I'll show you in a second, and we did something similar with “tener” in Y7.

We taught “tener” only as ‘have’, so we avoided teaching, for example, “tener calor”, “tener miedo” or “tener cinco años”, and we waited until Y8 to teach that because obviously that's a use of “tener” which is different from

English, where, again, we would use the verb 'to be', and so we've done something similar with "dar" and "tener".

I'll show you on the next slide some examples of nouns of emotion that we used with teaching this new use of "dar".

Slide 24 (22:42 – 24:10):

Just to show you a few more examples of words that we taught with "dar" in this way, we found that all of these nouns were quite common. Obviously, "sueño" has multiple meanings; it could be dream, it can also be tiredness.

You might notice that we haven't taught any pronouns by this point in the scheme of work, that will come later. So, sentences like "me da miedo", "le da sueño", they're obviously a little bit more complex than this. They would have a word order difference from English, where the pronoun would come before the verb in Spanish but after the verb in English.

So, we're doing it step by step but I'm sure that later, when we come to revisit all of these words, we will be teaching that, because obviously the translation also then changes. If you say "me da miedo", that translation goes from 'it's scary' to 'it makes me scared' or 'it scares me'. So, there's a progression there, but the really key thing, I guess, here, is that in Y8 we're going from core meanings and literal meanings to these slightly more idiomatic phrases and uses of "dar" and "tener".

Slide 25 (24:10 – 24:37):

Ok, that's the presentation of the Y8 Spanish resources that we have developed based on the scheme of work. I hope you enjoyed looking at them. Now, it's over to you to have a look through the resources yourselves. You can either download the [scheme of work](#) yourself and use the hyperlinks

on the resources tab that I presented earlier, or you can download the resources from the relevant resource collection.

Slide 26 (24:37 – 25:39):

Just a reminder of how you can find the NCELP schemes of work; you can look on our [resources portal](#) and if you search for 'Y8 scheme of work Spanish', that'll bring up the scheme of work. The version that's currently on there might not be 100% up to date in terms of the links to the resources, as these are being made on a weekly basis.

So, if you want to find the resources yourself, I would suggest clicking on 'collections'. So it's not in this screenshot, but on the same page, on the homepage of the [resource portal](#), there will be an option to 'search collections' and if you click on that, the first page that you will see has a collection for Y8 Spanish and that's where you will find all of the resources that we've made so far for Y8, which now go up to the end of the first half of the second term.

Slide 27 (25:39 – 26:15):

And here they are! Here are some screenshots of the collections I was just referring to. So, you've got the 'recently uploaded' and next to it you've got this 'explore collections', so you just click on that and then you'll see a range of collections. This one here that you can see is Y7 term 2, but we've also got Y8 term 1 and are starting to resource Y8 term 2 as well. And if you do want to download all of them, then they are there. We have this 'download all' button just to make it a little bit easier.