



Curriculum Map 2021/2022

YEAR 8 SPANISH

Our curriculum is based on three pillars of language learning knowledge that research indicates are fundamental to progress for beginner language learners in a classroom setting: phonics, vocabulary and grammar. Within this approach, students develop understanding skills (listening and reading) and productive skills (speaking and writing) through carefully structured and supported resources. Students then progress to build freer production in which they recall and manipulate a wider range of language.

CONTENT	1A	1B	2A	2B	3A	3B
<i>Declarative Knowledge 'Know What'</i>	Grammar: <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 Phonics: <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	Grammar: <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 Phonics: <ul style="list-style-type: none">○ Revisit final syllable stress with –er/-ir verbs in the preterite (-í)	Grammar: <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’ Phonics: <ul style="list-style-type: none">○ Revisit SSC [z] (alongside ‘soft C’ [ce], [ci]) [que], [qui] hard G’ [ga], [go], [gu] soft G’ [ge], [gi] Vocabulary: <ul style="list-style-type: none">○ Revisit question words○ Revisit high-frequency regular –ar/-er/-ir verbs in new contexts.○ Developing the verb lexicon○ Consolidate (-ar/-er/-ir verbs)	Grammar: <ul style="list-style-type: none">○ - OVS word order○ Direct object pronouns ‘lo’, ‘la’○ Indirect object pronouns (me, te, le)○ Gustar-type verbs Phonics: <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] Vocabulary: <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-	Grammar: <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’ and ‘esta’○ HACER in past (preterite) in singular persons○ IR in past (preterite) in singular persons Phonics: <ul style="list-style-type: none">○ Spelling changes with –ar verbs in 1st person past (preterite) (-qué, -gué)○ revisit strong vowels [a], [e], [o] weak vowels [i], [u] final syllable stress (including regular verbs in the preterite)	Grammar: <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 Phonics: <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 Vocabulary:

	<p>Vocabulary:</p> <ul style="list-style-type: none"> ○ 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. ○ Feminine nouns ending in –dad 	<ul style="list-style-type: none"> to the given contexts. ○ Using ‘de’ to link nouns ○ Nouns used with IR and DAR in idiomatic ways 		symbol correspondences	<p>Vocabulary:</p> <ul style="list-style-type: none"> ○ Extend knowledge of numbers (21-30) ○ Consolidate knowledge of adjectives by learning to use them in comparisons ○ Learn about word class differences between English and Spanish in the words commonly used in specific contexts 	<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>Skills</p> <p><i>Procedural Knowledge ‘Know How’</i></p>	<p>Listening - Understanding</p> <ul style="list-style-type: none"> ○ Demonstrate general understanding of spoken language ○ Listen to a variety of forms of spoken language to obtain information and respond appropriately ○ Transcribe words and short sentences that they hear with increasing accuracy <p>Reading - Understanding</p> <ul style="list-style-type: none"> ○ Understand and respond to written language ○ Read and show comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas and details, and provide an accurate English translation of short, suitable material ○ Understand general and some specific details within texts using high frequency familiar language ○ Read literary texts in the language [such as stories, songs, poems and letters], to stimulate ideas, develop creative expression and expand understanding of the language and culture <p>Speaking - Production</p> <ul style="list-style-type: none"> ○ Communicate in speech to talk about key questions in a short general conversation ○ Initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address ○ Express and develop ideas clearly and with increasing accuracy, both orally and in writing ○ Speak coherently and confidently, with increasingly accurate pronunciation and intonation <p>Writing - Production</p> <ul style="list-style-type: none"> ○ Write prose using an increasingly wide range of grammar and vocabulary, write creatively to express their own ideas and opinions, and translate short written text accurately into the foreign language ○ express and develop ideas clearly and with increasing accuracy, both orally and in writing 					
<p>Key Questions</p>	<ul style="list-style-type: none"> ○ Can you describe events in the past and present? 	<ul style="list-style-type: none"> ○ Can you describe events in the past 	<ul style="list-style-type: none"> ○ Can you describe what people do related to 	<ul style="list-style-type: none"> ○ Can you describe a series of events? (Narration) 	<ul style="list-style-type: none"> ○ Can you describe people’s intentions? 	<ul style="list-style-type: none"> ○ Can you ask questions about what people did?

	<ul style="list-style-type: none"> <input type="radio"/> Can you compare past experiences? <input type="radio"/> Can you talk about what people and places are like now vs in general? <input type="radio"/> Can you compare what you and someone else does? <input type="radio"/> Can you describe what people do at home? <input type="radio"/> Can you ask what people can and must do? 	<ul style="list-style-type: none"> <input type="radio"/> and present at school? <input type="radio"/> Can you describe events in the past and present on free time activities? <input type="radio"/> Can you describe how people feel in the present? <input type="radio"/> Can you describe where people go and why? 	<ul style="list-style-type: none"> <input type="radio"/> technology and social networks? <input type="radio"/> Can you describe what different people did in the past? <input type="radio"/> Can you describe friendships and relationships? <input type="radio"/> Can you talk about daily life? 	<ul style="list-style-type: none"> <input type="radio"/> Can you give opinions about something? 	<ul style="list-style-type: none"> <input type="radio"/> Can you describe different people's possessions? <input type="radio"/> Can you compare things? <input type="radio"/> Can you describe the weather at different times? <input type="radio"/> Can you compare where people go now and went in the past? 	<ul style="list-style-type: none"> <input type="radio"/> Can you ask questions about what people do? <input type="radio"/> Can you describe what is happening now? <input type="radio"/> Can you compare future plans?
Assessment	Phonics, vocabulary and grammar based assessment including listening, reading and writing modalities.	Phonics, vocabulary and grammar based assessment including listening, reading and writing modalities.	Achievement test including phonics, vocabulary and grammar provided by NCELP. Students complete the test online.	Achievement and application test including phonics, vocabulary and grammar.	Achievement and application test including phonics, vocabulary and grammar.	Achievement and application test provided by NCELP and completed online.