



St Mary's CE High School Curriculum Map 2023-24

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.

	1A	1B	2A	2B	3A	3B
CONTENT <i>Declarative Knowledge</i> <i>'Know What'</i>	Grammar: <ul style="list-style-type: none"> Possessive adjectives (<i>mi/mis, tu/tus</i>) <i>IR</i> (to go, going) - <i>voy, vas, va</i> <i>IR</i> + infinitive to express future plans (1st, 2nd, 3rd sing & 1st person plural) Phonics: <ul style="list-style-type: none"> Revisit the contrast 'n' and 'ñ' 'v' and 'b' 'r' and 'rr' Silent 'h' 	Grammar: <ul style="list-style-type: none"> Past tense (preterite) –ar verbs in 1st and 2nd person singular Revisit <i>SER</i> for traits and <i>ESTAR</i> for state Revisit question formation Present-tense –er verbs in 1st person plural <i>HACER</i> in 1st and 3rd person plural Subject pronouns Phonics: <ul style="list-style-type: none"> Revisit final syllable stress Ante-penultimate syllable stress Revisit SSCs [L] and [LL] hard C' [CA], [CO], [CU] [CU] + vowel [CE], [CI] 	Grammar: <ul style="list-style-type: none"> Modal verbs <i>PODER</i> and <i>DEBER</i> in plural forms Present tense –ir verbs in 1st person plural Past tense (preterite) –er and –ir verbs in 1st and 2nd person singular Idiomatic expressions with <i>TENER</i> 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] 	Grammar: <ul style="list-style-type: none"> <i>QUERER</i> and <i>DAR</i> in 1st and 3rd person plural <i>IR</i> in 3rd person plural + Infinitive Revisit regular present tense verbs -AR Past tense (preterite) –ar verbs in 3rd person singular 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] 	Grammar: <ul style="list-style-type: none"> Past tense (preterite) –er and –ir verbs in 3rd person sing Review all regular verbs in singular forms Personal 'a' Reflexive 'me' and 'te' Phonics: <ul style="list-style-type: none"> Revisit strong vowels [a], [e], [o] weak vowels [i], [u] final syllable stress 	Grammar: <ul style="list-style-type: none"> - OVS word order Indirect object pronouns (me, te, le) Gustar-type verbs Phonics: <ul style="list-style-type: none"> revisit penultimate syllable stress revisit ante-penultimate syllable stress revisit spelling changes –qué and –gué in the preterite

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	Vocabulary: <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 	Vocabulary: <ul style="list-style-type: none"> Consolidation and extension of vocabulary relevant to the given contexts. Using 'de' to link nouns Nouns used with IR and DAR in idiomatic ways 	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 (-ar/-er/-ir verbs) Learn new meanings of the verbs 'sacar', 'conocer', 'querer' 	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-symbol correspondences 	Vocabulary: <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 	Vocabulary: <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
Skills <i>Procedural Knowledge</i> <i>'Know How'</i>	Listening - Understanding <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 Reading - Understanding <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 					

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	<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 orally 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 					
Key Questions	<ul style="list-style-type: none"> Can you describe people and possessions? Can you describe when and where people go? Can you describe future plans? 	<ul style="list-style-type: none"> Can you describe events in the past and present? Can you compare past experiences? Can you talk about what people and places are like now vs in general? Can you compare what you and someone else does? Can you describe what people do at home? 	<ul style="list-style-type: none"> Can you ask what people can and must do? Can you describe events in the past and present at school? Can you describe events in the past and present on free time activities? Can you describe how people feel in the present? 	<ul style="list-style-type: none"> Can you describe where people go and why? Can you describe what people do related to technology and social networks? 	<ul style="list-style-type: none"> Can you describe travel experiences in the past? Can you describe a series of events? (Narration) Can you describe friendships and relationships? Can you talk about daily life? 	<ul style="list-style-type: none"> Can you give opinions about something?
Assessment	Phonics, vocabulary and grammar based assessment including	Phonics, vocabulary and grammar based assessment including	Achievement test including phonics, vocabulary and	Achievement and application test including phonics,	Achievement and application test including phonics,	Achievement and application test and completed online.

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	listening, reading and writing modalities.	listening, reading and writing modalities.	grammar. Students complete the test online.	vocabulary and grammar.	vocabulary and grammar.	
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