

YEAR 8 SPANISH OVERVIEW

TERM	CONTEXT	GRAMMAR	PHONICS SSC - Sound-symbol correspondence	VOCABULARY
TERM 1.1	<ul style="list-style-type: none"> Describing events in the past and present (travel) Comparing past experiences Talking about what people and places are like now vs in general. Comparing what you and someone else ('we') do (news and media, parties and celebrations) Describing what people do (at home) Asking what people can and must do 	<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 	<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 	<p>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.</p> <ul style="list-style-type: none"> Feminine nouns ending in –dad (e.g. realidad, sociedad)
TERM 1.2	<ul style="list-style-type: none"> Describing events in the past and present (at school) Describing events in the past and present (free time activities) Describing how people feel in the present (feelings and emotions) Describing future plans Talking about what people do (work) 	<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 	<ul style="list-style-type: none"> Revisit final syllable stress with –er/-ir verbs in the preterite (-i) Ante-penultimate syllable stress Revisit SSCs [L] and [LL] Revisit 'hard C' [CA], [CO], [CU] Revisit [CU] + vowel Revisit [CE], [CI] 	<ul style="list-style-type: none"> Consolidation and extension of vocabulary relevant to the given contexts. Using 'de' to link nouns (e.g. partido de fútbol) Nouns used with IR and DAR in idiomatic ways (e.g. dar una vuelta, ir de paseo)

Short formative assessments in listening, reading, speaking, writing and translation will take place throughout the individual modules with a key assessment task based on the work studied during th term. Vocab tests will also take place every week on the vocabulary set that has been studied the previous week.

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TERM	CONTEXT	GRAMMAR	PHONICS SSC - Sound-symbol correspondence	VOCABULARY
TERM 2.1	<ul style="list-style-type: none"> Describing what people do (technology and social networks) Describing what different people did in the past (Free time activities) Talking about the environment Saying what you do for others Routines and daily life 	<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’ 	<ul style="list-style-type: none"> Revisit SSC [z] (alongside ‘soft C’ [ce], [ci]) Revisit SSC [que], [qui] Revisit ‘hard G’ [ga], [go], [gu] Revisit ‘soft G’ [ge], [gi] (alongside [j]) 	<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’
TERM 2.2	<ul style="list-style-type: none"> Describing a series of events (Narration) Talking about giving and receiving (Birthdays) Describing how things make people feel Giving opinions about school 	<ul style="list-style-type: none"> OVS word order Direct object pronouns ‘lo’, ‘la’ Indirect object pronouns (me, te, le) Gustar-type verbs 	<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] 	<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

Short formative assessments in listening, reading, speaking, writing and translation will take place throughout the individual modules with a key assessment task based on the work completed this term. Vocabulary tests will also take place every week on the vocabulary set that has been studied in the previous week.

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TERM	CONTEXT	GRAMMAR	PHONICS SSC - Sound-symbol correspondence	VOCABULARY
TERM 3.1	<ul style="list-style-type: none"> Visiting a Spanish speaking city Describing family members Describing how people feel Comparing things Describing what people do and did (sport) Comparing where people go and went 	<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', 'esta', 'estos', 'estas' HACER in past (preterite) in singular persons IR in past (preterite) in singular persons 	<ul style="list-style-type: none"> Spelling changes with –ar verbs in 1st person past (preterite) (-qué, -gué) revisit strong vowels [a], [e], [o] revisit weak vowels [i], [u] revisit final syllable stress (including regular verbs in the preterite) revisit [ce], [ci] and [z] 	<ul style="list-style-type: none"> Extend knowledge of numbers (21-30) Consolidate knowledge of adjectives by learning to use them in comparisons
TERM 3.2	<ul style="list-style-type: none"> Asking questions about what people did Learning about a famous Spanish speaking person Describing school Describing what is happening now Describing Hispanic traditions Talking about past and future trips 	<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 [revisited] 	<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 	<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.

Short formative assessments in listening, reading, speaking, writing and translation will take place throughout the individual modules, with the Y8 examination taking place in this term, covering all the work studied during the course of the academic year. Vocabulary tests will also take place every week on the vocabulary set that has been studied in the previous week