

## Year 8

Pupils continue to embed their understanding of the phonetical patterns of the language through syllables and stress, past tenses are introduced, and pupils work on developing an understanding of the future and past time frames. Pupils will learn how to describe events in the past and present and say how people feel. Pupils will learn how to talk about daily life and routines, express opinions about school, talk about people's intentions and compare present and future plans.

Week number	Themes/Topics	Key Knowledge and skills	Key assessments
<b>Autumn 1 (weeks 1 – 7)</b>	<p>Describing activities (Travel)</p> <p>Work with a challenging text</p> <p>Describing what people do</p>	<p>3pp AR verbs ER and IR verbs (infinitive, 1ps, 2ps 3ps, 3pp ) es (in infinitive sentences) Top 25 prototype verbs (er and ir) Yes/No questions – raised v flat intonation</p> <p>SSCs revisit a; e; i; o; u (vowel sounds); l; ll; ca; co; cu; cue, cua, cui, ce; ci</p> <p>Work on all four key skills – listening, reading, writing and speaking</p>	<p>Phonics check and cluster words vocabulary test. Mini grammar assessment.</p>
<b>Autumn 2 (weeks 8 – 14)</b>	<p>Describing people and possessions</p> <p>Describing when and where people go</p> <p>Describing future plans</p> <p>Work with a challenging text</p>	<p>3pp ER and IR verbs Indefinite v definite article, TENER in plural persons Mi vs mis, tu vs tus 3pp v 3ps IR (1ps, 2ps, 3ps) present v (1ps, 2ps, 3ps 1pp) near future al vs a la Work with a challenging text (La Playa, Juan Guinea Díaz)</p> <p>SSCs revisit z; que; qui; ga; go; gu; (hard g) ge; gi; (soft g); j; n; ñ; v; b; r; rr; h</p> <p>Work on all four key skills – listening, reading, writing and speaking</p>	<p>Phonics check and cluster words vocabulary test. Mini grammar assessment.</p>
<b>Spring 1 (weeks 15 – 20)</b>	<p>Describing events in the present and past</p> <p>Comparing past experiences</p> <p>Talking about people and places now vs in general</p> <p>Comparing what you and</p>	<p>Preterite tense (AR verbs 1ps and 2ps) v present 1ps 2ps SER v ESTAR Negatives, adjectival agreement gender and number 1pp ER verbs PRESENT tense</p> <p>SSCs - basic Spanish syllable structure; single consonant-vowel pairs; strong vowels [a], [e], [o]; (separate syllables when occurring together)</p> <p>Focus on reading and writing skills</p>	<p>Phonics check and cluster words vocabulary test. Mini grammar assessment.</p> <p>Reading and writing skills assessed.</p>

	someone else (we) do (news and media)		
<b>Spring 2 (weeks 21 – 26)</b>	<p>Describing what different people do at home</p> <p>Asking what people can and must do (in class)</p> <p>Describing what you and someone else (we) do (parties and celebrations)</p>	<p>HACER (1ps, 1pp, 3ps, 3pp)</p> <p>Subject pronouns</p> <p>Modal verbs PODER, DEBER (1ps, 1pp, 3ps, 3pp)</p> <p>Present tense IR verbs 1pp and 3pp</p> <p>Preterite tense er and ir verbs 1p, 2ps s v 1ps, 2ps present</p> <p>SSCs - syllable stress rules</p> <p>Work on all four key skills – listening, reading, writing and speaking</p>	<p>Phonics check and cluster words vocabulary test.</p> <p>Mini grammar assessment.</p>
<b>Summer 1 (weeks 27 – 32)</b>	<p>Describing events in the present and past (free time)</p> <p>Describing what people have</p> <p>Describing how people feel in the present</p> <p>Describing where people go and why</p> <p>Work on a challenging text</p>	<p>Preterite 2ps ER and IR verbs</p> <p>TENER in singular and plural persons</p> <p>Subject pronouns</p> <p>QUERER + idiomatic uses of DAR + noun</p> <p>IR + a + infinitive</p> <p>PRESENT tense AR ER IR verbs 1pp and 3pp</p> <p>PRETERITE regular AR verbs 1ps, 2ps, 3ps</p> <p>SSCs - use of accent on singular vs plural nouns with final syllable stress</p> <p>Focus on listening and speaking skills</p>	<p>Phonics check and cluster words vocabulary test.</p> <p>Mini grammar assessment.</p> <p>Listening and speaking skills assessed.</p>
<b>Summer 2 (weeks 33 – 38)</b>	<p>Working in a restaurant / Festive traditions</p> <p>Describing what people do (social media)</p> <p>Describing travel in present and past</p> <p>Describing what different people did in the past</p>	<p>Recapping the main grammar point from the year in the same contexts and within new context.</p> <p>e.g. the use of ser and estar to describe people and places</p> <p>SSCs - spelling change to -qué and -gué in 1st person preterite; revisit syllable stress rules</p> <p>Work on all four key skills – listening, reading, writing and speaking</p>	<p>Phonics check and cluster words vocabulary test.</p> <p>Mini grammar assessment.</p> <p>Mini project.</p>