



# SPANISH Y8 CURRICULUM AND ASSESSMENT MILESTONES DOCUMENT

## YEAR 8 CURRICULUM MILESTONES: SPANISH

<p><b>Unit 1:</b> <b>Food and drinks</b></p>	<p>Students will be reintroduced to the concepts of phonics, adjective agreements, verbs and conjugations, cognates and the present and future tenses.</p> <p>Students will learn vocabulary to name a variety of food and drinks and will be exposed to opportunities to practise ordering food in a restaurant using the future and conditional tenses.</p> <p>Students will look at a variety of texts both written and spoken, and will be given time to produce both written and spoken texts about the food and drinks they enjoy in Spanish.</p> <p>Students will practise giving opinions and reasons in Spanish and will understand the importance of using various structures in their production of Spanish.</p>
<p><b>Unit 2:</b> <b>Holidays</b></p>	<p>Students will learn vocabulary related to holidays and will be able to understand and produce texts discussing this topic.</p> <p>Students will continue to work on verb conjugations and will be introduced to the preterite tense in order to understand and discuss past holidays.</p> <p>Students will be able to describe the weather.</p> <p>Students will be able to produce and understand both written and spoken texts about holidays and weather.</p>
<p><b>Unit 3</b> <b>Jobs and professions</b></p>	<p>Students will revise key vocabulary to talk about family members.</p> <p>Students will learn a variety of vocabulary to discuss different jobs and professions, and the places of work where they may do these.</p> <p>Students will be exposed to both spoken and written texts discussing professions, and will practise giving their views about a variety of jobs.</p> <p>Students will be introduced to some key complex phrases to refer to the future, and will be given the opportunity and time to reflect on their expectations for the future.</p>
<p><b>Unit 4</b> <b>Clothes and fashion</b></p>	<p>Students will continue to practise their conjugation skills, and will be exposed to written and spoken texts where three tenses are used.</p> <p>Students will learn a variety of vocabulary to name and describe clothes, and will start to become confident with the concept of adjective agreements and word order in Spanish.</p> <p>Students will look at a variety of texts both written and spoken, and will be given time to produce both written and spoken texts about clothes and fashion using three time frames in Spanish</p>
<p><b>Unit 5:</b> <b>New technologies and social media</b></p>	<p>Students will learn a variety of vocabulary to discuss technology and social media, and will develop the ability to talk about what they use technology for starting to use more complex structures.</p> <p>Students will be exposed to both spoken and written texts discussing social media and technology, and will be able to share their views about their preferences.</p> <p>Students will be able to produce and understand both written and spoken texts about technology.</p> <p>Higher ability students will be introduced to a new tense (conditional), and all students will consolidate the use of three time frames through referring to the present, past and future.</p>

# YEAR 8 ASSESSMENT MILESTONES: SPANISH

<p><b>Unit 1:</b> <b>Food and drinks</b></p>	<p>Weekly vocabulary tests to enable teachers to understand vocabulary retention in the class as well as support this retention through quizzing and homework.</p> <p>Formative speaking assessment in pairs, where teachers will complete a Whole Class Feedback sheet annotating common mistakes and mispronunciations to address with the class at a later point.</p> <p>Formative writing assessment individually to promote independent work where pupils will be able to use their books and their vocabulary sheets. Teachers will complete a Whole Class Feedback sheet annotating mistakes, as well as structures and vocabulary that are being well used in their writings. Students will be expected to have produced work in both the present and near future tenses.</p> <p>Feedback will take place based on immediate live marking which is shared with class through a 'Whole Class Feedback' document.</p>
<p><b>Unit 2:</b> <b>Holidays</b></p>	<p>Weekly vocabulary tests to enable teachers to understand vocabulary retention in the class as well as support this retention through quizzing and homework.</p> <p>Formative writing assessment individually to promote independent work where pupils will be able to use their books and their vocabulary sheets. Teachers will complete a Whole Class Feedback sheet annotating mistakes, as well as structures and vocabulary that are being well used in their writings.</p> <p>Feedback will take place based on immediate live marking which is shared with class through a 'Whole Class Feedback' document.</p> <p>A summative assessment Mid-Year Assessment will take place towards the end of the unit to establish students' competency in Reading, Listening and Translation, using three tenses (present, near future and preterite tenses)</p> <p>Feedback will be personalised to each student and students will be given time in lesson to understand mistakes and improve them.</p>
<p><b>Unit 3</b> <b>Jobs and professions</b></p>	<p>Weekly vocabulary tests to enable teachers to understand vocabulary retention in the class as well as support this retention through quizzing and homework.</p> <p>Formative speaking assessment in pairs, where teachers will complete a Whole Class Feedback sheet annotating common mistakes and mispronunciations to address with the class at a later point.</p> <p>Feedback will take place based on immediate live marking which is shared with class through a 'Whole Class Feedback' document.</p> <p>A summative writing assessment will take place at the end of this unit to establish students' competency in writing and use of grammar (adjective agreements, adjective word order, present tense, preterite tense, near future tense, time phrases, complex phrases).</p> <p>Feedback will be personalised to each student and students will be given time in lesson to understand mistakes and improve them.</p>
<p><b>Unit 4</b> <b>Clothes and fashion</b></p>	<p>Weekly vocabulary tests to enable teachers to understand vocabulary retention in the class as well as support this retention through quizzing and homework.</p> <p>Formative speaking assessment in pairs, where teachers will complete a Whole Class Feedback sheet annotating common mistakes and mispronunciations to address with the class at a later point.</p> <p>Formative writing assessment individually to promote independent work where pupils will be able to use their books and their vocabulary sheets. Teachers will complete a Whole Class Feedback sheet annotating mistakes, as well as structures and vocabulary that are being well used in their writings.</p> <p>Feedback will take place based on immediate live marking which is shared with class through a 'Whole Class Feedback' document.</p>
<p><b>Unit 5:</b> <b>New technologies and social media</b></p>	<p>Weekly vocabulary tests to enable teachers to understand vocabulary retention in the class as well as support this retention through quizzing and homework.</p> <p>Formative writing assessment individually to promote independent work where pupils will be able to use their books and their vocabulary sheets. Teachers will complete a Whole Class Feedback sheet annotating mistakes, as well as structures and vocabulary that are being well used in their writings.</p> <p>Feedback will take place based on immediate live marking which is shared with class through a 'Whole Class Feedback' document.</p> <p>A summative End-of-Year assessment will take place at the end of the year to establish students' competency in Reading, Listening and Translation, using three tenses (present, near future and preterite tenses).</p> <p>Feedback will be personalised to each student and students will be given time in lesson to understand mistakes and improve them.</p>