

# MFL

## Year 8: Spanish

<p><b>Assessment Opportunities</b> Students in year 8 are assessed on two skills per half term.</p> <p><b>Reading &amp; Understanding</b> <b>Speaking- Read Aloud</b> <b>Listening &amp; Responding</b> <b>Writing &amp; Translation</b></p>	<p><b>Literacy/Reading opportunities</b> Students are exposed to various reading opportunities including articles, adverts, blogs, emails, songs, poems and stories in French, in addition to realia.</p> <p>Students are tasked with writing in various styles including letters, emails, diary entries and magazine articles.</p>	<p><b>CEIAG Links</b></p> <ul style="list-style-type: none"> <li>• Students make writing interesting by including connectives, intensifiers, verbs, adjectives, and negatives. This would be advantageous at university or when writing a CV.</li> <li>• Students are made aware of different cultures and diversities. This will prepare students for a deeper understanding of diverse workplace culture and respect all traditions.</li> <li>• Students are prepared for spontaneous questioning about themselves that could arise in an interview e.g. personal qualities and strengths.</li> </ul>
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### Curriculum vision:

“Our aim is to deliver a curriculum that is inclusive, relevant and progressive for all learners.”

## Year 8 Spanish Modern Foreign Language Department Scheme of Learning

Half term 3.2

[Knowledge organiser 1.1 Click here](#)

Topic and Link to Viva 2	Learning Intentions TBAT	Programme of study coverage (PoS)	Grammar	Vocabulary & Homework	Phonics	Assessment schedule
<b>¡Viva! 2 Módulo 5 Operación verano</b> <b>Unidad 5 pp. 112–113</b> <b>Listening Skills</b> <b>¡Destinos!</b>	TBAT listen and respond to accounts of holidays.	GV2 Grammatical structures (comparatives)  LC2 Transcription  LC3 Conversation	Using the comparative  Using three different tenses	<i>ayer</i> <i>el fin de semana pasado</i> <i>el verano pasado</i> <i>el año pasado</i> <i>hace dos años</i> <i>hoy</i> <i>mañana</i> <i>este fin de semana</i> <i>el verano que viene</i> <i>el año que viene</i>		

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<p><b>¡Viva! 2 Módulo 5 Operación verano</b>  <b>Extension pp. 118–119 De vacaciones en España</b></p>	<p>TBAT identify different parts of speech.</p> <p>TBAT use comparatives</p> <p>lo mejor/ lo peor.</p>	<p>GV2 Grammatical structures (mejor/peor)</p> <p>LC3 Conversation (dealing with the unexpected)</p> <p>LC7 Literary texts</p>	<p>Irregular forms of the comparative</p>	<p><i>No new key language. Pupils practise and consolidate key language</i></p>		<p><b>Checkpoint 2</b></p>
<p><b>Spanish Festival</b></p> <p><b>Las Fallas/ La Tomatina</b></p>	<p>TBAT explore the traditions and cultures of different areas of Spain</p> <p>TBAT research Hispanic countries</p>	<p>GV3 Opinions and discussions</p> <p>LC4 Expressing ideas (speaking)</p> <p>LC4 Expressing ideas (writing)</p>				

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						<p>Reading and translation into Spanish-Collective Feedback</p> <p>Writing and Translation into English-Personalised Feedback</p>
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Explicit link to CEAIG in year 8	Career industry/ sector link
<p>To prepare students for spontaneous questioning and unexpected conversation that could arise in an interview/workplace.</p> <p>Making writing interesting by including connectives, intensifiers, verbs, adjectives, and negatives as well as expressing ideas. This would be advantageous at university or when writing a CV.</p>	
<p>To make students aware of different cultures and diversities. This will prepare students for a deeper understanding of diverse workplace culture and respect all traditions.</p>	
<p>To encourage skills such as ‘reading for the gist’ or ‘scanning’ which can be taken into any job role to save time and be efficient as well as literary texts to build knowledge and give variety of texts.</p>	

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