

Y8 Spanish Scheme of work

Autumn Term: 13 weeks = 26 x 50 min lesson = 22 hours

Spring Term: 11 weeks = 22 x 50 min lesson = 18 hours

Summer Term: 12 weeks = 24 x 50 min lesson = 20 hours

- **Each topic must be delivered following the Extensive Processing Instruction:**

Steps	Sequence of lessons	Meaning https://gianfrancoconti.com/2020/01/09/my-approach-extensive-processing-instruction-e-p-i-an-important-clarification-in-response-to-many-queries/
Modelling Awareness-raising	L1 (+L2 depending on cognitive load)	“presenting the target L2 chunks and patterns and how they work in highly comprehensible and structured contexts. They include worked examples which reduce cognitive load and enhance language awareness”
Receptive processing	L3+4	“intensive phase of listening and reading tasks (RECEPTIVE PROCESSING PHASE) involving lots of comprehensible input, thorough processing and input-flooding (lots of repetition – quite repetitive and structured for weaker learners and less structured for stronger ones)”
Structured production 1 st – speaking 2 nd – writing	L5	highly structured forced (controlled) output tasks which recycle every single chunk you have just modelled as well as ‘old’ ones (from previous lessons). The interactive reading aloud activities (e.g. Mind reading, Sentence stealer, Sentence chaos, Liar liar) you will stage at the beginning of this phase are only meant to practice decoding skills and articulatory fluency. They are desirable with weaker learners with poor or emerging decoding skills and are solely aimed at developing the students’ mastery of the phonotactics of the language (an important sub-set of decoding skills), which is an important prerequisite of fluency.
Expansion	(L6)	“focus on the grammar underlying the chunks and patterns in more detail and provide consolidating practice (highly controlled still, to avoid cognitive load). In some cases (e.g. for verb conjugations and agreements in Spanish) you have to, if you want to increase the generative power of the target L2 chunks.”
Autonomy	L6	This phase is KEY if you want to attain fluency and spontaneity. In this phase you gradually wean the students off the sentence builder. This phase includes my oral / interactive translation games (No snakes no ladders, Communicative translation drills, Chain reaction, Oral Ping-Pong, etc.), traditional drills and highly structured communicative tasks which – based on the principles of ‘Task naturalness’, ‘Task usefulness’ or ‘Task essentialness’ – force the students to use the target chunks.
Routinization and Spontaneity (after 2/3 SBs taught)	Every 2 or 3 SBs	Learning to use the target chunks creatively

Communicative function		Describing people				
week	Sub-functions	target constructions	vocabulary phonetics	grammar/ misconceptions	question skills	recycling
6 weeks	Describing pets	en casa tengo + pet + que se llama... + es + adjective	pets colours /ñ/ /silent h/ /j/ /z/ /qu/	paradigm of "tener" "I would like" negative adjective agreement un caballo vs una cobaya	¿Tienes una mascota?	Personality, appearance and colours + name
Assessment + feedback: writing assessment Vocab test week 2/3 peer-assessed						
October half-term						
7 weeks	Saying what jobs people do, why they like/dislike them and where they work	family member + is/works as + job + he/she likes/dislikes it because it is +adj + he/she works in + place of work	jobs adjectives to describe jobs place of work /j/ /rr/ /qu/ /silent h/ /g/	present of AR verbs (full paradigm) trabajo vs trabaja como vs en me vs le opinion phrases le gusta vs odia		family members adjectives for jobs verb "ser"
Assessment: reading + grammar + writing Vocab test week 2/3 teacher-marked						
Christmas holiday						
Employability Skills: Aiming high Literacy Creativity Numeracy Leadership Independence Listening Communication Presenting Teamwork Problem solving Staying positive						
Career links → Tour manager: https://www.unifrog.org/student/careers/keywords/tour-manager						
NC Links: G & V : 1, 2, 3, 4 ; LC : 1, 2, 3, 4, 5, 6, 7, 8						

Communicative function		Describing food and routine behaviour in the present and indicating location				
Week	Sub-functions	target constructions	vocabulary	grammar	question skills	recycling
5 weeks	Talking about food: likes/dislikes/ reasons	Likes/dislikes + item of food + opinion	Food Adjectives for food /ch/ /ll/ /rr/ /z/ /silent h/ /gue/	Adjective agreements Full paradigm of “comer” and “beber”	¿Qué te gusta comer? ¿Qué te gusta beber? ¿Qué odias comer? ¿Qué odias beber?	Times markers Opinion phrases “es” and “son”
2 weeks in the next half-term	Assessment: speaking Vocab test week 2/3 peer-assessed					
February half-term						
Communicative function		Describing routine behaviour in the present and indicating time and expressing opinions				
4 weeks	Comparing people’s appearance and personality	family member + es + más/menos/tan + adjective + que + family member	adjectives to describe personality /rr/ /ñ/ /j/ /qu/	comparative adjective agreement tan vs como	¿Cómo es tu familia?	describing personality physical and character
	Assessment: listening + translation Vocab test week 2/3 peer-assessed					
Employability Skills: Aiming high Literacy Creativity Numeracy Leadership Independence Listening Communication Presenting Teamwork Problem solving Staying positive						
Career links → Restaurant manager: https://www.unifrog.org/student/careers/keywords/restaurant-manager						

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Easter holidays

Communicative function		Indicating routine behaviour in the present, time, frequency and location				
6 weeks	Saying what I do at home, how often, when, where and why	time phrase + verb + detail + where + opinion	places in the house free time activities time phrases	present tense of regular and irregular verbs (1 st person of singular)		time phrases family members numbers
Assessments: writing Vocab test week 2/3 teacher marked						

May half-term

Communicative function		Expressing likes + dislikes and explain + what hobbies others like and dislike				
4 weeks	Talking about future plans for holidays	opener + verbs + detail + opinion + justification	means of transport activities for holidays /j/ /a/	Near future 1 st person of singular + plural		free time activities family members verb "ir" opinion justification
Assessment: dictation Vocab test week 2/3 peer-assessed						
1 week	Talking about future plans for holidays	opener + verbs + detail + opinion + justification	means of transport activities for holidays	full paradigm of "ir" for higher sets		
Assessment: grammar						

Employability Aiming high Literacy Creativity Numeracy Leadership Independence Listening
Communication Presenting Teamwork Problem solving Staying positive

Careers Links Marketing executive: <https://www.unifrog.org/student/careers/keywords/marketing-manager>

NC Links: G &V : 1, 2, 3, 4 ; LC : 1, 2, 3, 4, 5, 6, 7, 8

• **Homework:**

Homework:	should be set according to the hmw timetable
1 st week of teaching a new sentence builder	Blooket in link with the SB content (optional + reward with achiev. pt for students who complete it) or set work on Sentence builder website
2 nd week	Worksheet: Vocabulary building matching the SB
3 rd week:	Reading or exercise in link with SB or set work on sentence builder website tailored to the class ability
4 th + 5 th week:	Grammar practice