



## Year 8 Spanish - Curriculum Overview and KS3 Progress Descriptors 2023/24

### Aims and Rationale

Winter HT 1: Viva 1 Module 2

Winter HT 2: Consolidation and Assessment of Module 2 (Listening and Reading). Viva 1 Module 5.

Spring HT 1: Consolidation and Assessment of Module 5 (Writing and Speaking).

Spring HT 2: Viva 1 Module 4.

Summer HT 1: Continuation of Viva 1 Module 4. Preparation for the End of Year Exam (Reading).

Summer HT 2: Feedback of End of Year Exam. Cultural Projects (Frida Kahlo and Coco film study).

### Curriculum Content

Viva 1 Module 2: Talking about hobbies and free time activities. Introduction and formation of regular present tense verbs and some irregular verbs.

Viva 1 Module 5: Talking about the local area. Formation of irregular verb Ir. Introduction and formation of close future tense. Introduction and preparation of writing and speaking skills for assessment.

Viva 1 Module 4: Talking about and describing family and friends. Formation of irregular verbs Ser and Tener. Introduction of irregular verb Estar.

### Key Terms/Themes

#### Vocabulary

Students will be able to recognise language concerning and to describe: Likes and dislikes, Free time activities, The weather, Time , Future plans, Ordering food in a cafe, Family members and friends, Personal descriptions, and descriptions of their local area.

#### Grammatical structures

Students will be able to recognise and use: the present tense with regular AR, IR, and ER verbs, some key irregular verbs in the present tense (Ser, Tener, Hacer, Jugar, Ir), and the close future tense in all forms.

#### Linguistic skills

Students will develop the ability and confidence to: express themselves both in writing and orally in more developed and fluid sentences, prepare for and carry out extended productive assessments, understand and respond to more complex written and aural texts.

### How we assess at Key Stage 3

At Hitchin Girls' School our curriculum is our progress model. Students benefit from a broad, diverse and challenging curriculum which increases in difficulty and challenge as students progress through the school. The expectation is that all students meet our curriculum at their relevant age range



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and as such meet the minimum of the secure descriptors below. Those working at an advancing level are working above, while those excelling are consistently working at a level far above their age range.

	<b>Developing</b>	<b>Secure</b>	<b>Advancing</b>	<b>Excelling</b>
<b>Listening, Speaking, Reading and Writing</b>	<ul style="list-style-type: none"> <li>• Pupils at this level remember some topic specific vocabulary and are able to apply it with support when writing and speaking in the target language. They may make a number of errors but communication is occasionally clear.</li> <li>• Pupils at this level are aware of the present tense and can create short sentences with familiar verbs using support.</li> <li>• Pupils at this level can evaluate short texts that they read and hear to answer simple questions about details and gist.</li> <li>• Pupils at this level can recognise a few connectives, quantifiers, qualifiers and opinions to apply with support.</li> <li>• Pupils at this level may ask simple questions about the current topic and can work independently on areas of wider cultural interest.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils at this level remember a range of topic specific vocabulary and are able to apply it from memory when writing and speaking in the target language. They may make some errors but communication is often clear.</li> <li>• Pupils at this level have begun to understand and use the present tense and to use prepared close future tense phrases in order to communicate, with some success.</li> <li>• Pupils at this level can evaluate texts that they read and hear to answer questions with some success about details and gist.</li> <li>• Pupils at this level begin to apply some connectives, quantifiers, qualifiers and opinions to create / evaluate short pieces of work.</li> <li>• Pupils at this level ask simple questions about topics and can work independently on areas of wider cultural interest.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils at this level remember a wide range of topic specific vocabulary and are often able to apply it from memory when writing/speaking in the target language. Communication is generally clear.</li> <li>• Pupils at this level can understand and use the present tense as well as prepared close future tense phrases in order to communicate with a variety of verbs.</li> <li>• Pupils at this level can evaluate texts that they read and hear to answer questions about detail and gist with a good level of accuracy.</li> <li>• Pupils at this level can successfully apply a good range of connectives, quantifiers, qualifiers and opinions to create/evaluate extended pieces of work.</li> <li>• Pupils at this level ask more detailed questions about topics and can work independently for sustained periods on areas of cultural interest.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils at this level remember most topic specific vocabulary and are able to apply it confidently from memory when writing and speaking in the target language. Communication is always clear.</li> <li>• Pupils at this level are confident in using the present and near future tenses and in order to communicate with a wide variety of verbs.</li> <li>• Pupils at this level can evaluate texts that they read and hear to very accurately answer questions about details and gist.</li> <li>• Pupils at this level can apply successfully a wide range of connectives, quantifiers, qualifiers and opinions to create/evaluate extended pieces of work.</li> <li>• Pupils at this level often ask insightful questions about topics and can work independently for extended periods on areas of cultural interest.</li> </ul>