



## Stratford School Academy 2014-2015

Schemes of Learning: MFL - Year 8 Spanish

Number of weeks (between 6&8)	Content of the unit Module 1 - La gente		Assumed prior learning (tested at the beginning of the unit)
HT 1 6 weeks (coverage) + 1 week assessment (revision / test / feedback)	<b>Content:</b> 1. Presentaciones: talking about activities. 2. Mis amigos: Describing friends using adjectives. 3. Las estrellas: Describing celebrities. 4. Mi rutina diaria: talking about daily routine. 5. Tu nacionalidad: Understanding nationalities.	<b>Skills:</b> 1. Expressing opinions using "me gusta..." 2. Using connectives (y, pero, también, nunca) 3. Comparing things using "más... que" ,"menos... que". 4. Using reflexive verbs and sequencing words. 5. Writing an extended text. 6. Using frequency words 7. Introducing CORNETTO	From Yr 7 1. Regular Present tense Forms (I, He/she) 2. Noun and adjective gender 3. Basic connectives (y, pero, tambien) 4. Likes and dislikes
Assessment points and tasks	Written feedback points	Learning Outcomes (tested at the end and related to subject competences)	
Vocabulary learning tests If score less than 15/20, pupils to attend Catch-Up session 1. Based on Mira 2 p22 - Section - en mi tiempo libre Lesson 4 2. Based on Mira 2 p22 - Section - los amigos - Lesson 7 3. Based on Mira 2 p22-23 - Section - mas o menos - Lesson 10 4. Based on Mira 2 p23 - Section - mi rutina diaria & Cuando?- Lesson 13 5. Based on Mira 2 p23 - Section - nacionalidades & palabras utiles - Lesson 16 6. Summary vocabulary test - most problematic words Lesson 19	Written homeworks (see schedule for more detail)  1. Homework 1 - I form of present tense and likes/dislikes Cuaderno A, p2 - lesson 2 2. Homework 2 - Adjective agreements - Cuaderno A, p3 - lesson 5 3. Homework 3 - Comparison practice - Cuaderno A, p4 - lesson 8 4. Homework 4 - Reflexive verb's patterns and sequencing words practice - Cuaderno A, p 5 - lesson 11 5. Homework 5 - describing people using a variety of seen topics - Cuaderno A, p 6 - Lesson 14 6. Grammar revision - Key points from Module 1 - Mira 2 - KS3 Study Guide: present tense, p 62 - Workbook p 56	PIXL plotting - subject competences See below  Test Based on Module 1 NC sub-levelled test Standardised for all AT skills - tests content and skills listed	



<b>KS3 MFL - AT1 Listening</b>	Band 2	Band 3	Band 4
I can recognise a few cognates			
I can understand a few familiar spoken words and phrases with the help of repetition, mime or pictures			
I can understand a range of familiar spoken phrases and respond using words or actions			
I can identify the main points and simple opinions in a short spoken passage, but some things need to be repeated			
I can understand the main points and some of the detail from longer spoken passages, but some things may need to be repeated			
I can identify opinions and reasons			
I can work out the gist of a passage			

<b>KS3 MFL - AT2 Reading</b>	Band 2	Band 3	Band 4
I can recognise a few cognates			
I can recognise and read out a few familiar words and phrases with visual clues			
I can understand a range of familiar written phrases			
I can read aloud familiar words and phrases			
I can look up words in a glossary			
I can identify the main points and simple opinions in a short written text			
I am starting to use a dictionary to look up words			
I can understand the main points and some of the detail from a longer written text			
I can identify opinions and reasons			
I am beginning to work out the gist of written texts			
I can confidently use a dictionary to find new words			

<b>KS3 MFL - AT3 Speaking</b>	Band 2	Band 3	Band 4
I can repeat a few simple words			
I can say/repeat a few words and simple phrases			
I have to repeat in order to achieve the correct pronunciation			
I can answer simple questions and give basic information using some full sentences			
I can use some familiar classroom language			
I can take part in a short conversation of 2/3 exchanges with prompts, from memory			

<b>KS3 MFL - AT4 Writing</b>	Band 2	Band 3	Band 4
I can sometimes copy a few simple words but there are some mistakes			
I can write or copy simple words or symbols correctly			
I can write one or two short sentences with support			
I am starting to spell simple words correctly from memory			
I can look up words in a glossary			
I can write 2/3 short sentences from memory and meaning is recognisable			



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I can give simple opinions				I can give simple opinions			
I can change single words in phrases to make new ones				I am starting to look up words in a dictionary			
I can use a range of classroom language				I can write 3/4 sentences on a familiar topic adapting language I have already learned			
I can take part in a short conversation of 3/4 exchanges				I can give reasons and opinions			
I can give opinions and reasons				I can use simple connectives			
I am starting to use simple connectives				I can use a dictionary more confidently to look up words and gender/plurals			
I can say some difficult phonemes correctly							
I am using some pupil-pupil language in class							
I can ask for information							



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Lesson	Clear learning intentions	Clear success criteria	Hook	Presentation of content	Guided practice	Independent practice (homework) Strand 1 - Vocabulary Strand 2 - Language skills	Closure
1	<p>¿Qué haces en tu tiempo libre?</p> <p>Revising Present tense ending (I form)</p> <p>Can I talk about what I do in my free time?</p>	<p><b>All - will be able to understand and use regular patterns for the "I" form.</b></p> <p><b>Most - will be also able to understand and use irregular present tenses.</b></p> <p><b>Some - will be able to use a variety of present tenses and to extend their writing including connectives.</b></p> <p><b>Extra: include frequency words</b></p>	<p>Quiz: Choose the right option.</p> <p>Anticipate KW. Give pupils 3 options and a picture. They choose the right option using cognates and knowledge skills.</p>	<p>Discussion</p> <ul style="list-style-type: none"> <li>• What ending on a verb normally shows that "I" am doing it?</li> <li>• What ending on a verb normally shows that "you" are doing it?</li> <li>• What verbs don't follow these rules?</li> </ul>	<p>Watch video <a href="http://www.bbc.co.uk/learningzone/clips/leisure-activities/709.html">http://www.bbc.co.uk/learningzone/clips/leisure-activities/709.html</a></p> <p>What are the 2 questions being asked?</p> <p>Hablar 2, p6. Pair work. Pupils ask and respond to questions.</p> <p>Escribir 3, p6 - Pupils to write a text about themselves.</p>	<p>Strand 1 - Vocabulary</p> <p>Revise meaning and spelling of today's KWs</p> <p>Mira 2 cuaderno A. Exercise 1 &amp; 2, p2</p> <p>Vocab test next lesson.</p>	<p>Pupil demonstration.</p> <p>Verbal PF.</p> <p>How many activities?</p> <p>How many connectives?</p>
2	<p>¿Qué haces en tu tiempo libre?</p> <p>Revising Likes and dislikes.</p> <p>Can I give opinions about activities?</p>	<p><b>All - will be able to give one positive and one negative opinion.</b></p> <p><b>Most - will be able to use a variety of opinions</b></p> <p><b>Some - will be able to understand and apply singular and plural rules.</b></p> <p><b>Extra - will include me interesa/n</b></p>	<p>Vocab test</p> <p>Discuss with your partner likes and dislikes that you saw in year 7.</p>	<p>Introduce likes and dislikes and the option Me interesa/n</p>	<p>Escuchar 4, p7. Positivo o negativo</p> <p>Escuchar/leer 5, p7 - complete the table</p> <p>Hablar 6 - show dialogue on board and encourage pupils to practise without preparing in their books</p>	<p>Strand 2 - Language skills- cuaderno A,</p>	<p><a href="http://www.bbc.co.uk/learningzone/clips/leisure-time-and-entertainment/2059.html">http://www.bbc.co.uk/learningzone/clips/leisure-time-and-entertainment/2059.html</a></p> <p>First 50 seconds - which free time activities are mentioned?</p> <p>How many times?</p>
3	<p>Mis amigos</p> <p>Describing people using adjectives</p> <p>KQ: can I describe what my best friend is like?</p>	<p><b>All - To understand and use 3 adjectives (cognates)</b></p> <p><b>Most - to use a variety of adjectives in masc. and fem. Forms.</b></p> <p><b>Some - will be able to add connectives.</b></p> <p><b>Extra - and negative connectives (nunca)</b></p>	<p>KW Prediction</p> <p>Think about 5 adjectives you can use to describe your best friend's character.</p>	<p>Intro vocab</p> <p>Choral and individual repetitions.</p>	<p>Escuchar 1, p8. Identify the adjective</p> <p>Escuchar 2, p8. Listen and describe the person in English</p> <p>Some and Extra will be able to identify connectives</p>	<p>Strad 1 - Vocabulary</p> <p>Test next lesson</p>	<p>Describe someone from the class - who is it?</p>



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4	<p>Mis amigos</p> <p>Describing hair and eyes</p> <p>KQ: Can I talk about hair and eyes colours?</p>	<p><b>All:</b> Use <i>tiene</i> with hair and eye descriptions and <i>es</i> with other descriptions.</p> <p><b>Most:</b> As above but with recognition of placement of adjectives</p> <p><b>Some:</b> As above and include connectives to link / contrast descriptions</p>	<p>Vocab Test</p> <p>KW Revision</p> <p>Write 5 colours in English that you can use to describe hair and eyes.</p>	<p>PPT on T drive</p> <p>1.2 - ojos y pelo - physical descriptions</p> <p>Revision of SER and TENER</p>	<p>Escuchar 5, p9. Identify KW</p> <p>Escribir 7, p9 Write a description of a friend using a variety of adjectives to describe personality and hair and eyes.</p>	<p>Strand 2 - Language skills - Cuaderno A, p 3</p> <p>Exercises 1 (all) and 2 (most)</p>	<p>Pupils demonstration and class feedback.</p>
5	<p>Mis amigos</p> <p>KQ: can I describe a friend using adjectives accurately?</p>	<p><b>All:</b> Use memorised language and some substituted language (level 3)</p> <p><b>Most:</b> As above but must include a connective, qualifier and a negative (level 4c) - clear communication some of the time</p> <p><b>Some:</b> as above but communication clear most of the time i.e. in at least 3 of the 4 exchanges. Can vary forms of <i>ser</i> and <i>tener</i> - (level 4b/ 4a)</p>	<p>Match up: SER and TENER</p>	<p>PPT on T drive</p> <p>1.2 - se busca</p> <p>Using a template with 4 prompt questions, prepare and learn a dialogue describing a friend</p> <p>AfL Activity</p>	<p>Using a template with 4 prompt questions, prepare and learn a dialogue describing a friend</p> <p>AfL Activity</p> <p>Escuchar 6, p9.</p>	<p>Strand 1 - vocab test</p>	<p>Colours and numbers plenary (questioning)</p>
6	<p>Las estrellas</p> <p>KQ: Can I compare celebrities and understand how comparisons work?</p>	<p><b>All:</b> to make a basic comparison using <i>más + adjective</i></p> <p><b>Most:</b> as above but adding <i>que</i> to include 2<sup>nd</sup> part of comparison</p> <p><b>Some:</b> to vary adjectives used in comparison according to gender</p>	<p>Vocab test</p>	<p>PPT on T drive - Las estrellas</p> <p>Intro comparisons</p>	<p>Escuchar 1, p 10 listen and write sentences in English to show understanding of basic comparisons.</p> <p>Escribir 2. Practice comparisons comparing Eva Longoria and JLo.</p>	<p>Strand 2 - Language skills - cuaderno A, P4, exercise 1</p>	<p>Put the words in order.</p>
7	<p>Las estrellas</p> <p>KQ: Can I make more complex comparisons apart from "more ... than"?</p>	<p><b>All:</b> to make a basic comparison using <i>menos ... que</i></p> <p><b>Most:</b> to make comparisons in the plural using <i>más ... que</i> or <i>menos ... que</i></p> <p><b>Some:</b> to make irregular comparisons (<i>mejor / better; peor / worse</i>) NB - not covered in SB, use Listos 2 Verde</p>	<p>Match up vocab.</p>	<p>PPT on T drive - las estrellas</p> <p>Intro <i>menos... que</i> and <i>tan...como</i></p>	<p>Hablar 3, p 11 In pairs pupils compare celebrities. Boys to compare Christina and Shakira, Girls to compare Enrique and Alejandro</p> <p>Escuchar 4, p11 Pupils to fill the gaps.</p>	<p>Strand 1 - Vocab Test</p>	<p>Mini test AfL activity.</p>



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8	<p>Mi rutina diaria</p> <p>KQ: Can I describe my daily routine?</p>	<p><b>All:</b> Recognise and use daily routine verbs in first person reflexive</p> <p><b>Most:</b> As above and use 2<sup>nd</sup> person reflexive form in question and answer (leave explicit presentation of reflexive format to 2<sup>nd</sup> lesson).</p> <p><b>Some:</b> As above and sequence with times and /or adverbs of frequency</p>	Vocab test	<p>PPT on T drive - Mi rutina diaria. Intro morning routines and reflexive verbs.</p> <p>BBC Class Clips 2035 - Rutina diaria. <a href="http://www.bbc.co.uk/learningzone/clips/talking-about-your-daily-routine/2035.html">http://www.bbc.co.uk/learningzone/clips/talking-about-your-daily-routine/2035.html</a> Two students tell us about their daily routine at a boarding school in Madrid Transcript and gap-fill available</p>	<p>Escuchar 1, p 12. Listen and identify morning routine verbs.</p> <p>Hablar 2, p 12. Survey activity</p>	Strand 2 - Language skills - Cuaderno A, p5, Exercise 1	Colours and numbers plenary (questioning)
9	<p>Mi rutina diaria</p> <p>KQ: Can I describe somebody else's routine?</p>	<p><b>All:</b> Use reflexive verbs in 1<sup>st</sup> and 2<sup>nd</sup> forms to ask about and describe daily routine</p> <p><b>Most:</b> Use reflexive verbs in 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> formats (focus on non stem-changing verbs - ducharse, levantarse, peinarse) using support</p> <p><b>Some:</b> As above but also include stem changing reflexives</p>	Put the words in the correct order Eg: levanto a seis me las	PPT on T drive - Mi rutina diaria. Intro evening routines.	<p>Escuchar 3, p 12. Listen and identify afternoon/evening routine verbs.</p> <p>Escuchar 4, p 12. Listen and select correct morning OR evening routines</p>	Strand 1 - Vocab test	<p>Questioning:</p> <ol style="list-style-type: none"> <li>1. With your partner, can you recall at least 5 phrases to describe your routine.</li> <li>2. What are reflexive verbs</li> <li>3. What are the 3 reflexive pronouns and why are they important?</li> <li>4. How would you answer this question in more detail: ¿Qué haces por la tarde/mañana ?</li> </ol>



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10	<p>Mi rutina diaria</p> <p>KQ: Can I use CORNETTO to make a Level 5 description of a daily routine?</p>	<p>From memory use ex5 as a template to prepare a short paragraph on daily routine</p> <p><b>All:</b> (Level 3 - with support e.g. key words)</p> <p><b>Most:</b> (Level 4 - no support. Include opinions, a negative, connectives and qualifiers)</p> <p><b>Some:</b> (Level 5 - no support. Will need one future tense voy a ... to qualify)</p>	Vocab test	PPT on T drive. Revise adverbs of frequency	<p>Escuchar 5: Listen to text in SB and sequence images into the correct sequence.</p> <p>Leer 6, p 13. Find Spanish equivalents of frequency adverbs.</p>	Strand 2 - Language skills - Cuaderno A, p 5 Exercise 2-all Exercise 2+3 - Most	Pupils demonstration. Class verbal feedback.
11	<p>Tu nacionalidad</p> <p>KQ: Can I describe my nationality? Can I describe my nationality?</p>	<p><b>All:</b> recognise and use nationalities in masculine and feminine forms</p> <p><b>Most:</b> as above and recognise non-standard feminine variants of adjectives (español/a; inglés/a and estadounidense)</p> <p><b>Some:</b> use other forms of ser to describe nationalities</p>	<p>Match up KW.</p> <p>What is the difference between Country and nationality? What is Nationality? Which words are cognates?</p>	PPT on T drive. Tu nacionalidad Intro masculine and feminine rules in Spanish.	<p>Escuchar 1, p 14. Listen to 10 people being asked about their nationality and choose the right number.</p> <p>Hablar 2, p14. Memory game practising SOY or ERES plus nationality.</p> <p>Escuchar 3, p14. Complete ID card by listening for key info. lower ability will need m/c support to complete this exercise</p>	Strand 1 - Vocab test	Spot the mistake (gender and number)
12	<p>Tu nacionalidad</p> <p>KQ: Can I describe somebody else?</p>	<p><b>All:</b> Grade G, write sentences including three short phrases from memory using info on ID card.</p> <p><b>Most:</b> Grade F, write a short text creating sentences by changing words from examples and including opinions, negatives, connectives and qualifiers.</p> <p><b>Some:</b> Grade E. as above but use sample phrase from teacher to include one future tense.</p>	Vocab test	Choose an Olympic celebrity ID card and write a response to Gerardo using the info you have been given.	<p>Leer 5, p 15. Reading comprehension - respond in English (open rather than cloze questions)</p> <p>Hablar 4, p 15. Consolidation of ex 3 (use completed ID card as support). Complete Q and A and then present as a dialogue</p>	Strand 2 - Language skills - Cuaderno A, p6 All Exercise 1 Most exercise 1+2	2 stars/1 wish
13	<p>Te toca a ti A</p> <p>KQ: can I revise KW and grammatical concepts seen this term?</p> <p>Writing skills</p>	<p><b>All:</b> complete exercises with basic KW and phrases.</p> <p><b>Most:</b> develop their answers further including a variety of tenses and opinions.</p> <p><b>Some:</b> will start to add topics from other modules and talk about someone else.</p>	Break the code. Daily routines.	Text book, pages 114	<p>Escribir 1, p 114. Use comparisons and write 6 sentences.</p> <p>Escribir 2, p 114. Copy out the form and fill it in for yourself</p> <p>Escribir 3, p 114. Write 4 dialogues</p>	Strand 1 - Vocab test	SF: WWW/EBI



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14	Te toca a ti B  KQ: can I revise KW and grammatical concepts seen this term?  Writing and reading skills	All : complete exercises with basic KW and phrases. Most: develop their answers further including a variety of tenses and opinions. Some: will start to add topics from other modules and talk about someone else.	Vocab test	Text book, p 115	Reading 1, p 115. Choose the correct word.  Reading 2, p 115. Who is it? Write the correct name (one too many)  Writing 3, p115. Write a website text describing these people.	Strand 2 - Language skills	Plenary: colours and numbers
15	Extra 1  KQ: can I use frequency words and reflective verbs?	All: Use reflexive verbs in 1 <sup>st</sup> and 2 <sup>nd</sup> forms to ask about and describe daily routine Most: Use reflexive verbs in 1 <sup>st</sup> , 2 <sup>nd</sup> and 3 <sup>rd</sup> formats (focus on non stem-changing verbs - ducharse, levantarse, peinarse) using support Some: As above but also include stem changing reflexives	Spot the frequency words. Show a long text including frequency words. Ask pupils to spot them.	Text book, p 18	Listening 1, p 18 - listen and note Alba and Tico's answers.  Reading 1, p 18 - complete test for yourself. Write and translate result. Change TU verb forms into I forms.	Strand 1 - Vocab test	Last man standing
16	Extra 1  Can I get details from a longer written passage?	All: recognise nationalities in masculine and feminine forms Most: recognise non-standard feminine variants of adjectives (español/a; inglés/a and estadounidense) Some: understand forms of ser to describe nationalities	Vocab test	Text book , p 19	Leer 4, p19, Read the text and put the SB in order.  Leer 5, p19 Reading Comprehension.(questions in English). Answers in English	Strand 2 - Language skills	Shoot out using previous and new knowledge
17-18	Guided production of language using GCSE writing skills and strategies	Pupils work through 5 questions		PPT on T drive Suggested sequence Identify language in model answer - HoD to provide Memorise key parts via gap-fill. Running dictations / comprehension exercise Guided adaptation	As each question completed, provide written feedback and improvement targets	Strand 2 Set at least 2 of the questions as draft or edit style tasks	Individual or WCRS relating to KQ - guide teaching of next lesson
19	Assessment	Write-up in exam conditions					
20	Assessment feedback	Feedback and improvement targets			Check individual targets auctioned during lesson		