



Stratford School Academy 2014-2015

Schemes of Learning: MFL - Year 8 Spanish

Number of weeks (between 6&8)	Content of the unit Module 2 - ¿Vamos a salir?		Assumed prior learning (tested at the beginning of the unit)
HT 2: Module 2: ¿Vamos a salir? 6 weeks (coverage) + 1 week assessment (revision / test / feedback)	Content: <ol style="list-style-type: none"> 1. Talking about places in town 2. Practising the present and near future tense 3. Inviting someone to go out 4. Making excuses 5. Saying what someone else likes or dislikes 6. Consolidation of Module 2 content - Revision 	Skills: <ol style="list-style-type: none"> 1. Near future tense 2. Time phrases/sequencing words 3. Introduction to "Conditional Tense". Agreement and disagreement phrases (Vale, ni hablar) 4. Querer and poder irregular verbs 5. Phrases with infinitives and 3rd person Likes/dislikes 	From Yr 7 <ol style="list-style-type: none"> 1. N/A From Module 1: <ol style="list-style-type: none"> 1. Regular present tenses 2. Sequencing words
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 <ol style="list-style-type: none"> 1. Based on Mira 2 p40 - ¿Adónde vas? and Que vas a hacer? - Lesson 4 2. Based on Mira 2 p40 - Mi semana and Este fin de semana - Lesson 7 3. Based on Mira 2 p40 - Te gustaria salir? - Lesson 10 4. Based on Mira 2 p41 - quieres salir? - Lesson 13 5. 1Based on Mira 2 pXX - los problemas y soluciones - Lesson 16 6. Summary vocabulary test - most problematic words Lesson 19 	Written homeworks (see schedule for more detail) <ol style="list-style-type: none"> 1. Homework 1 - Near future - 62 Cuaderno A, p 12-13 - lesson 2 2. Homework 2 - Near future consolidation - KS3 Workbook, p62 - lesson 5 3. Homework 3 - Conditional tense - Cuaderno A, p14 - lesson 8 4. Homework 4 - querer/poder practice - Cuaderno A, p 15 - lesson 11 5. Homework 5 - Likes/dislikes (se/she) - Cuaderno A, p16 - lesson 14 6. Grammar revision - Key points from Module - Extra Cuaderno A, p17-18 		PIXL plotting - subject competences See below Test Based on Module 2 NC sub-levelled test Standardised for all AT skills - tests content and skills listed



KS3 MFL - AT1 Listening		Band 2	Band 3	Band 4	Band 5
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					
I can understand spoken passages referring to past, present and future events on several topics					
I can note some complex opinions					
I can note most complex opinions					
I can understand longer passages and recognise different peoples' points of view					

KS3 MFL - AT2 Reading		Band 2	Band 3	Band 4	Band 5
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					
I can understand main points in a text referring to present and past or future events on several topics					
I can note some complex opinions					
I can note a range of complex opinions					

KS3 MFL - AT3 Speaking		Band 2	Band 3	Band 4	Band 5
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					
I can give simple opinions					
I can change single words in phrases to make new ones					
I can use a range of classroom language					
I can take part in a short conversation of 3/4 exchanges					
I can give opinions and reasons					
I am starting to use simple connectives					
I can ask for information					
I can take part in a conversation using present and past or future events					
I am starting to use complex opinions					

KS3 MFL - AT4 Writing		Band 2	Band 3	Band 4	Band 5
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					
I can give simple opinions					
I can write 3/4 sentences on a familiar topic adapting language I have already learned					
I can give reasons and opinions					
I can use simple connectives					
I can use a dictionary more confidently to look up words and gender/plurals					
I can write a longer text					
I can refer to present and past or future events					
I am starting to use complex opinions					
I can write a longer text and refer to past/present/future events					



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L e s s o n	Clear learning intentions	Clear success criteria	Hook	Presentation of content	Guided practice	Independent practice (homework) Strand 1 – Vocabulary Strand 2 – Language skills	Closure
1	¿Adónde vas ?- 1 Key question: Do you know the vocabulary for places in a town?	All: Recognise all the new places Most: Recognise and spell correctly Some: recognise, spell correctly from memory	<i>Starter 1:</i> Revising vocabulary for places in town	PPT based on ¿Adónde vas ?- Mira 2 Module 2 Unit 1 Active teach For Listening and reading activities	Listening and talking: Pupils create and do a role play on going to different places in a town	Strand 1 - Vocabulary on places	AFL activities
2	¿Adónde vas ?- 2 Key question: Can you use the near future tense?	All: understand the structure of the near future tense Most: apply the structure Some: explain the structure to a friend	<i>Starter 2:</i> Revising the present tense of ir	PPT based on ¿Adónde vas ?- Mira 2 Module 2 Unit 1 Active teach For Listening and reading activities	Reading: Pupils will read words, signs, phrases, simple texts and respond to them Page 24 & 25 leer 5	n/a	AFL activities
3	¿Adónde vas ?- 3 Key question: Can you write a diary of your plans for the week?	All: write basic sentences Most: add connectives Some: add a different tense	<i>Starter 3:</i> Translate the sentences	PPT based on ¿Adónde vas ?- Mira 2 Module 2 Unit 1 Active teach For Listening and reading activities	Writing: Write a diary of your plans for the week adding opinions and reasons	n/a	AFL activities
4	Vamos a salir ... -1 Key question: Can I recognise the present and the future tenses?	All: understand how to use the present and future tenses together Most: apply the present and future tenses together Some: Explain the two tenses to a friend	<i>Starter 1:</i> Practising forming the near future tense	PPT based on Vamos a salir ... Mira 2 Module 2 Unit 2 Active teach For Listening and reading activities	Listening and talking: Pupils will have extended, predictable conversations intonation and pronunciation page 26 : hablar 2 page 26 & 27; escuchar 1 & escuchar 4	Strand 2 - Language skills- Cuaderno de deberes	AFL activities
5	Vamos a salir ... -2 Key question: Can I read and get information from longer texts?	All: read and understand using cognates Most: read and understand using a dictionary Some: read and understand using previous knowledge	<i>Starter 2:</i> Practising the near future tense	PPT based on Vamos a salir ... Mira 2 Module 2 Unit 2 Active teach For Listening and reading activities	Reading: Pupils will read and understand more complex texts. Page 26 & 27 : leer 2 and leer 4	Strand 1 - Vocabulary	AFL activities
6	Vamos a salir ... -3 Key question: Can I use sequencing words to add detail to what I am going to do?	All: write basic sentences Most: add connectives Some: add a different tense	<i>Starter 3:</i> Practising distinguishing the present and near future tenses	PPT based on Vamos a salir ... Mira 2 Module 2 Unit 2 Active teach For Listening and reading activities	Writing: Pupils will write and create and amend information	Strand 1 - Vocabulary	AFL activities



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7	<p>¿Te gustaría ir a la bolera? -1 Key question: Can I use "GUSTARIA" to invite someone to go out?</p>	<p>All: understand the structure of te gustaria + infinitive Most: find other verbs to use with te gustaria Some: apply te gustaria and quieres</p>	<p><i>Starter 1:</i> Using reading strategies to work out new vocabulary</p>	<p>PPT based on Te gustaria ... Mira 2 Module 2 Unit 3 Active teach For Listening and reading activities</p>	<p>Listening and talking: Pupils will practice extended, predictable conversations collaborative activities in realistic contexts and Page 28 escuchar 1, 2 and 3</p>	Strand 1 - Vocabulary	AFL activities
8	<p>¿Te gustaría ir a la bolera? -2 Key question: Can you refuse an invitation to go out and say why?</p>	<p>All: learn the key phrases for accepting and refusing invitations Most: use a dictionary to create new phrases Some: add other information</p>	<p><i>Starter 2:</i> Revising the vocabulary for the days of the week</p>	<p>PPT based on Te gustaria ... Mira 2 Module 2 Unit 3 Active teach For Listening and reading activities</p>	<p>Reading: Pupils will read and respond to longer texts in a variety of styles Page 29, leer 5</p>	Strand 1 - Vocabulary	AFL activities
9	<p>¿Te gustaría ir a la bolera? -3 Key question: can you write a conversation on invitations?</p>	<p>All: adapt the model text to write their own Most: add some new ideas Some: add higher sequencing words</p>	<p>Starter 3 Peer marking of homework AFL</p>	<p>PPT based on Te gustaria ... Mira 2 Module 2 Unit 3 Active teach For Listening and reading activities</p>	<p>Writing: Pupils will use the model text to adapt and create an email and a conversation on invitations They will also use resources to plan writing</p>	Strand 1 - Vocabulary	AFL activities
10	<p>No puedo ...-1 Key question: Can you make excuses in Spanish?</p>	<p>All: Recognise excuses Most: Apply some in a role- play Some: Invent one new one</p>	<p><i>Starter 1</i> using reading strategies to work out new language</p>	<p>PPT based on No puedo ... Mira 2 Module 2 Unit 4 Active teach For Listening and reading activities</p>	<p>Listening and talking: Pupils will use a variety of language structures ask simple questions simple songs, talk and listen with others use a variety of language structures ask simple questions simple songs, talk and listen with others page 30 escuchar 1,2 hablar 3 page 31, escuchar 4</p>	Strand 2 - Language skills- Cuaderno de deberes	AFL activities
11	<p>No puedo ...-2 Key question: Can you ask and refuse invitations?</p>	<p>All: Apply some excuses in a role- play Most: Invent 2 new ones : Some: Make up excuses for a third person</p>	<p><i>Starter 2</i> using reading strategies to work out new language</p>	<p>PPT based on No puedo ... Mira 2 Module 2 Unit 4 Active teach For Listening and reading activities</p>	<p>Reading: Pupils will read, understand and respond to more complex texts</p>	Strand 1 - Vocabulary	AFL activities
12	<p>No puedo ...-3 Key question: Can you apply making excuses?</p>	<p>All: apply all the excuses learnt in a role-play Most: use tengo que + infinitive Some: create and present a role-play from memory</p>	<p>Starter 3 Peer assessment of homework</p>	<p>PPT based on No puedo ... Mira 2 Module 2 Unit 4 Active teach For Listening and reading activities</p>	<p>Writing: Pupils will create and write the longest excuse possible</p>	Strand 1 - Vocabulary	AFL activities



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13	Tengo una problema -1 Key question: Can you say what someone likes or dislikes?	All: use the 1 st person of the verb <i>gustar</i> Most: use the 3 rd person singular of the verb <i>gustar</i> Some: apply all parts of the verb <i>gustar</i>	<i>Starter 1:</i> Revising expressions followed by the infinitive	PPT based on Tengo una problema ... Mira 2 Module 5 Unit 5 Active teach For Listening and reading activities	Listening and talking: Pupils will use a variety of language structures read aloud with accuracy and confidence page 32 escuchar 1, hablar 2, hablar 3	Strand 1 - Vocabulary	AFL activities
14	Tengo una problema -2 Key question: can you understand using phrases with infinitive?	All: read and pick out main key words Most: use a dictionary to look up new words Some: read and work out new words from the context	<i>Starter 2:</i> Practising using le gusta + infinitive and le gusta(n) + noun	PPT based on Tengo una problema ... Mira 2 Module 2 Unit 5 Active teach For Listening and reading activities	Reading: Pupils will read longer texts in a variety of styles Page 33 Leer 4 Leer 5	Strand 1 - Vocabulary	AFL activities
15	Tengo una problema -3 Key question: can you write to an agony aunt about an imaginary problem?	All: apply basic key phrases learnt Most: adapt the model text Some: write creatively	Starter 3 Peer marking of homework AFL	PPT based on Tengo una problema ... Mira 2 Module 2 Unit 5 Active teach For Listening and reading activities	Writing: Pupils will write a text to describe a problem Pupils will use resources to plan writing	Strand 1 - Vocabulary	AFL activities
16	Revision for end of Module test	Revision	Revision	Revision	Revision	Strand 2 - Language skills- Cuaderno de deberes	AFL activities
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		