

Y7 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 processing	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 French) 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		Introducing oneself and a family member				
week	Sub-functions	target constructions	vocabulary	grammar/ common misconceptions	question skills	recycling + location
2 weeks	Introducing target language + the importance of learning a language	Classroom instructions + answering the register	feelings	I am / he is /she is		T:\MFL\1. Spanish\Y7\Target language T:\MFL\1. Spanish\Y7\Title page
3 weeks	Talking about my name and my age	me llamo... y tengo... años mi hermano se llama... y tiene... años	numbers up to 15 alphabet	introduction of: reflexive verbs: my name is/ his/her name is I have / he/she has	¿Cómo te llamas? ¿Cómo se escribe? ¿Cuántos años tienes?	Use of target language + answering the register T:\MFL\1. Spanish\Y7\1. Introducing oneself and a family member
1 week	Assessment + feedback	Reading + writing				

October half term

3 weeks	Saying when my birthday is where I am from	me llamo... soy de ... y mi cumpleaños es el ... de ... Mi amigo se llama... es de ... tiene... años y su cumpleaños es el ... de ...	numbers up to 31 months	I am/he is his vs my	¿De dónde eres? ¿Cuándo es tu cumpleaños? https://www.classtools.net/random-name-picker/99_JEkfXV	telling your name recap numbers up to 15 T:\MFL\1. Spanish\Y7\1. Introducing oneself and a family member
1 lesson	Assessment + feedback	Listening + translation				
3 weeks	Describing hair and eyes writing assessment	me llamo... y tengo ... años Tengo el pelo ... y ... Tengo los ojos + colour y (no) llevo + features + same with 3 rd person singular	hair colours eye colours special features	I have/he-she has I wears/he wears I don't wear he doesn't wear paradigm of "tener"	¿De qué color tienes los ojos? ¿Cómo es tu pelo?	telling your name and your age T:\MFL\1. Spanish\Y7\1. Introducing oneself and a family member

1 lesson	Assessment + feedback	Writing assessment				
Employability	Aiming high Communication	Literacy Presenting	Creativity Teamwork	Numeracy Problem solving	Leadership Staying positive	Independence Listening

Careers 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

Christmas holidays

Introducing oneself and a family member

Communicative function						
week	Sub-functions	week	Sub-functions	week	Sub-functions	week
2 weeks	Describing hair and eyes Paradigm of "tener"	2 weeks	Describing hair and eyes Paradigm of "tener"	2 weeks	Describing hair and eyes Paradigm of "tener"	2 weeks
1 lesson	assessment on verb "tener"					
3 weeks	Saying where I live and where I am from	3 weeks	Saying where I live and where I am from	3 weeks	Saying where I live and where I am from	3 weeks
1 week	Speaking assessment					

February half-term

4 weeks	Talking about my family members, saying their age and how well I get along with them + why	In my family there is + family member + he/she has + age + years old	numbers up to 100 family members	"I" form of reflexive verbs	¿Cómo es tu familia?	Numbers up to 31 Hair and eyes descriptions tener
1 week	Assessment					
Employability	Aiming high	Literacy Communication	Creativity Presenting	Numeracy Teamwork	Leadership Problem solving	Independence Listening Staying positive
Careers Links	Travel agent: https://www.unifrog.org/student/careers/keywords/travel-agent					

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Easter holidays						
5 weeks	Describing myself and another family member and	Family member is + adjective	adjectives of personality	paradigm of "ser" Adjectival agreements	¿Cómo es tu familia?	family members, he/she is, I am
1 week	assessment	Grammar				
May half-term						
5 weeks	Describing pets	en casa tengo + pet + que se llama... + es + adjective	pets colours	paradigm of "tener" "I would like" negative adjective agreement un caballo vs una cobaya	¿Tienes una mascota?	Personality, appearance and colours + name
1 week	Assessment + feedback listening and translation					
Employability	Aiming high Communication	Literacy Presenting	Creativity Teamwork	Numeracy Problem solving	Leadership Staying positive	Independence Listening
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

Y8 Spanish Scheme of work

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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	grammar/ misconceptions	question skills	recycling
2 weeks	Intro + TL intro					
4 weeks	Describing personality physical and character and saying why I like and dislike them	en mi familia hay + family member + he/she has + age + años family member + "to be" + adjective	numbers up to 100 family members personality	introduction of reflexive verbs adjective agreement paradigm of "ser"	¿Cuántas personas hay en tu familia? ¿Te llevas bien con tu familia?	number to 31 he/she has introducing oneself
	Assessment: listening + translation + grammar					
October half-term						
4 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	present of AR verbs (full paradigm)		family members adjectives for jobs verb "ser"
	Assessment: reading + grammar					
3 weeks	Comparing people's appearance and personality	family member + es + más/menos/tan + adjective + que + family member	adjectives to describe personality	comparative adjective agreement	¿Cómo es tu familia?	describing personality physical and character
	Assessment: writing (big recap)					
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						
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Communicative function		Describing food and routine behaviour in the present and indicating location				
Week	Sub-functions	target constructions	vocabulary	grammar	question skills	recycling
3 weeks	Talking about food: likes/dislikes/ reasons	Likes/dislikes + item of food + opinion	Food Adjectives for food	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”
Assessment: grammar + speaking						
3 weeks	Talking about clothes and accessories I wear, how frequently and when	openers + I wear/she/he wears + item of clothing + colour	clothes types of weather places in town	adjective agreement present tense of “llevar”	¿Qué llevas?	colours adjective agreement time markers
Assessment: listening + translation						
February half-term						
Communicative function		Describing routine behaviour in the present and indicating time and expressing opinions				
3 weeks	Saying what I (and others) do in our free time	I play/do/go + sports + when	Free time activities	full paradigm of verbs “hacer, jugar, ir”	¿Qué haces en tu tiempo libre?	time markers weather likes/dislikes pets
Assessment: writing						
4 weeks	Talking about weather and free time	when + weather + verb + activity	weather places in town	full paradigm of verbs “hacer, jugar, ir”		clothes free time family members numbers sports and hobbies
1 week	Assessment: reading + grammar					
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

2 weeks	Talking about weather and free time	when + weather + verb + activity	weather places in town	full paradigm of verbs “hacer, jugar, ir”		clothes free time family members numbers sports and hobbies
4 weeks	Talking about my daily routine	time + verbs + detail	the time sequencing actions	reflexive verbs for the first person of singular		time markers reflexive verbs paradigms of verbs in the present tense numbers clothes eyes and hair food jobs

Assessment: listening + translation

May half-term

Communicative function		Making plans for the future, indicating time, location and expressing opinions				
5 weeks	Talking about my future plans for the holidays	verbs + detail + opinion	means of transport duration justification	Near future tense		paradigm of verb “ir” Free time activities opinions

Assessment: writing

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>

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