

Year 8 Pathway G		SPANISH	
Grammar		Listening	Speaking
<p>Understand and use: The preterite tense of regular -ar, -er and -ir verbs The preterite tense of ir and ser Two tenses together (present and preterite or present and near/immediate future) Me gustaría + infinitive Comparative and superlative adjectives including, mejor, peor, mayor, menor Other negatives: nunca, no... nada Modes of address: tú, vosotros/as, usted, ustedes Past expressions (e.g. el año pasado, el sábado pasado) Indefinite pronouns: algo, alguien Adverbs of time and place (e.g. aquí, allí, ahora, ya) Disjunctive pronouns: conmigo, para mí Indefinite adjectives: cada, otro, todo, mismo, alguno The preterite tense of common irregular verbs (hacer, tener, ver) and stem-changing verbs (jugar, sacar) The present tense of poder Se puede + infinitive. Se debe/No se debe + infinitive Tener que and hay que + infinitive The imperative (tu form only) The present tense of reflexive verbs (singular forms only) Three tenses together (present, preterite and near/immediate future) Me duele/Me duelen + noun Demonstrative adjectives: este/esta/estos/estas Questions using a range of question words: ¿quién?, ¿adónde?, ¿por qué?, ¿cuándo?, ¿cuánto?, ¿cuál?</p>		<p>Demonstrate understanding of short and longer passages which include opinions with reasons, a range of basic grammatical structures and reference to the present, the past and the future, spoken clearly (including some grammar up to and including the 6th Step). Transcribe sentences.</p>	<p>Take part in longer conversations, expressing and justifying opinions, giving detail and referring to the present, the past and the future. Use a range of common vocabulary and grammatical structures (including grammar up to and including the 6th Step). Demonstrate spontaneity by asking unsolicited questions, and expand answers. Use increasingly accurate pronunciation and intonation.</p>
Reading		Writing	
<p>Demonstrate understanding of a range of short and longer texts which include opinions and refer to the present, the past and the future.</p> <p>Read short authentic texts (e.g. adapted adverts, information leaflets, poems and songs).</p> <p>Translate short passages containing a variety of tenses, vocabulary and grammatical structures (including some grammar up to and including the 6th Step) into English.</p>		<p>Write short texts in a range of contexts, giving and seeking information and opinions and referring to the present, the past and the future.</p> <p>Use style and register appropriately in familiar settings.</p> <p>Translate longer sentences containing linked ideas (including some grammar up to and including the 6th Step) into the target language.</p> <p>Writing is mostly accurate and meaning is clear, but with some minor errors (e.g. spellings, genders, agreements) and an occasional major error (e.g. with verbs and tenses).</p>	

Year 8 Pathway R		SPANISH	
SPANISH - Grammar		Listening	Speaking
<p>Understand and use: Expressions of opinion followed by the infinitive (e.g. me gusta mucho, me encanta, no me gusta nada). Present tense verbs from 2nd and 3rd steps (plural as well as singular forms). The present tense of estar and use for location. The present tense of querer. The near/immediate future tense (ir a + infinitive). Impersonal verbs (most common) (e.g. llueve, nieva, hace sol/frío). Other connectives (e.g. porque, cuando). Time expressions, including future (e.g. los lunes, por la mañana, a las tres de la tarde, mañana por la tarde). The preterite tense of regular -ar, -er and -ir verbs. The preterite tense of ir and ser. Two tenses together (present and preterite or present and near/immediate future). Me gustaría + infinitive. Comparative and superlative adjectives including, mejor, peor, mayor, menor. Other negatives: nunca, no... nada. Modes of address: tú, vosotros/as, usted, ustedes. Past expressions (e.g. el año pasado, el sábado pasado). Indefinite pronouns: algo, alguien. Adverbs of time and place (e.g. aquí, allí, ahora, ya). Disjunctive pronouns: conmigo, para mí. Indefinite adjectives: cada, otro, todo, mismo, alguno.</p>		<p>Demonstrate understanding of a range of short passages which include opinions with basic reasons, details and reference to either the present and the past, or the present and the future, spoken clearly (including some grammar up to and including the 5th Step). Transcribe short sentences.</p>	<p>Take part in short conversations on a range of topics, describing, informing, expressing opinions and giving reasons. Demonstrate spontaneity by asking some unsolicited questions. Refer to the past or future, as well as the present, using a range of familiar vocabulary and common grammatical structures (including some grammar up to and including the 5th Step). Use increasingly accurate pronunciation and intonation.</p>
Reading		Writing	
<p>Demonstrate understanding of a range of short and longer texts which include opinions and refer to the past or future as well as the present.</p> <p>Use processes to work out meaning in short authentic texts (e.g. adapted adverts, poems and songs).</p> <p>Translate longer sentences into English, showing awareness of familiar grammar (including some grammar up to and including the 5th Step), especially tenses.</p>		<p>Write short texts giving and seeking information and opinions, referring to the past or future as well as the present.</p> <p>Translate longer sentences (including some grammar up to and including the 5th Step) into the target language writing will be mostly accurate and meaning is clear but some minor errors (e.g. spellings, genders, agreements) and some errors (e.g. with verbs and tenses).</p>	

Year 8 Pathway O		SPANISH	
SPANISH - Grammar		Listening	Speaking
<p>Understand and use: Common patterns of adjectival agreement (singular and plural): -o, -a, -os, -as plus -e or consonant in singular changing to -es in plural. Possessive adjectives: mi/mis, tu/tus, su/sus The present tense of key irregular verbs (hacer, ir, ser, tener) and the stem-changing verb jugar (singular forms only). Expressions of frequency (e.g. a veces, todos los días) Simple questions using ¿Qué?, ¿Cómo?, ¿Dónde?, ¿Te gusta? Hay/No hay... Expressions of opinion followed by the infinitive (e.g. me gusta mucho, me encanta, no me gusta nada) Present tense verbs from 2nd and 3rd steps (plural as well as singular forms). The present tense of estar and use for location. The present tense of querer. The near/immediate future tense (ir a + infinitive). Impersonal verbs (most common) (e.g. llueve, nieva, hace sol/frío). Other connectives (e.g. porque, cuando).</p>		<p>Demonstrate understanding of main points, opinions and some details in short passages which include reference to either the present or the future (including some grammar up to and including the 4th Step). Transcribe short phrases.</p>	<p>Take part in simple conversations, referring to the present or the future. Exchange opinions and give simple reasons. Describe and give information in short dialogues using familiar vocabulary and common grammatical structures (including some grammar up to and including the 4th Step). Begin to speak spontaneously (e.g. by giving an unsolicited opinion).</p>
Reading		Writing	
<p>Demonstrate understanding of main points, opinions, overall message and some detail in short written texts, referring to the present or future.</p> <p>Understand short texts written for target-language learners (e.g. menus, short adverts, songs, simple poems). Use a bilingual dictionary or glossary to look up unfamiliar words.</p> <p>Translate simple sentences containing familiar vocabulary and grammar (including some grammar up to and including the 4th Step) into English.</p>		<p>Write short texts for different purposes using mainly memorised language, referring to the present or the future. Express opinions and give simple reasons.</p> <p>Translate simple sentences (including some grammar up to and including the 4th Step) containing familiar words and structures into the target language.</p> <p>Generally use straightforward language accurately and meaning is clear, but there may be errors with verbs.</p>	