

# Spanish Year 8 (25-26): Curriculum Overview



<b>Curriculum intent</b>	<p>Languages at Colne Primet Academy aim to spark curiosity and nurture a love of languages through an inclusive and ambitious curriculum, built around the three key pillars of language learning: vocabulary, grammar, and phonics. These pillars are explored through the four key skills of listening, reading, speaking, and writing, enabling students to make progress and become confident, expressive communicators—both in the target language and in their wider literacy.</p> <p>Cultural knowledge is woven into lessons to promote respect and understanding of the diverse, multicultural world we live in, supporting students to grow into responsible, informed global citizens.</p> <p>Our curriculum is designed to be motivating, enabling learners to see the value of language skills beyond the classroom. Students explore how languages can open doors to exciting opportunities in education, travel, and future careers—broadening their horizons and raising their aspirations.</p>
<b>Year 8 Overview</b>	<p>In Year 8, students begin learning Spanish, building on the language-learning foundations developed through French in Year 7. They explore a range of engaging topics such as school life (subjects, teachers, uniform, and rules), hobbies and free time (sports, weather, weekend plans), and their town (places, activities, and improvements). Cultural awareness is developed through comparison with Spanish-speaking contexts. Vocabulary is sequenced and regularly revisited to support retention and fluency. Phonics is explicitly taught and revisited to support accurate pronunciation and reading, helping students to decode new words and read with confidence.</p> <p>Students develop core grammatical knowledge with a focus on the present tense (first person) and are introduced to the near future tense to express future plans. They continue working with high-frequency verbs such as <i>ser</i>, <i>tener</i>, <i>vivir</i>, <i>gustar</i>, and <i>suelo</i>, and learn how to use infinitives after opinion phrases and modal verbs. Students apply noun-adjective agreement in context and build more varied sentence structures using time markers, connectives, and intensifiers. The preterite tense (first person) is taught in the context of past events, allowing students to confidently talk about activities in the past.</p> <p>Speaking activities focus on short conversations to build confidence and accuracy, supported by pair work and retrieval practice. Reading aloud is practiced to improve pronunciation, while listening and reading comprehension tasks develop skills in understanding short texts using context clues and key vocabulary. Writing develops through scaffolded tasks and model texts, leading to extended pieces that draw together vocabulary and structures from across the year.</p>

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Week Number	Themes/ Topics	Vocabulary	Grammar	Phonics	Key Assessments
1-6 (Autumn 1)	School	<ul style="list-style-type: none"> <li>Opinion phrases</li> <li>Key verbs</li> <li>School subjects</li> <li>Days of the week</li> <li>Telling the time</li> <li>Opinion phrases</li> <li>Adjectives to describe subjects</li> <li>Connectives</li> <li>Personality adjectives</li> <li>Verbs to describe teachers</li> <li>School facilities</li> <li>School rules</li> </ul>	<ul style="list-style-type: none"> <li>Understanding what an infinitive is</li> <li>Verbs of opinion with an infinitive</li> <li>Suelo with infinitive (I usually)</li> <li>Estudiar in the present tense (full paradigm)</li> <li>Giving opinions on nouns</li> <li>Present tense 3rd person (singular and plural) of ser and tener</li> <li>Present tense 3rd person singular of haber</li> <li>Present tense 3rd person singular and plural of regular verbs</li> <li>Using impersonal verbs</li> <li>Adjectival agreement</li> <li>Comparative</li> </ul>	<ul style="list-style-type: none"> <li>Vowels (a,e,i,o,u)</li> <li>L/I</li> <li>Ca/co/cu</li> <li>Cu + vowel</li> <li>Ce/ci</li> <li>Z</li> <li>Que</li> <li>Qui</li> </ul>	<p>Listening and Reading comprehension</p> <p>Speaking – Read aloud and conversation</p>
7-13 (Autumn 2)	School	<ul style="list-style-type: none"> <li>School uniform</li> <li>Adjectives to describe uniform</li> <li>Colours</li> <li>Opinions on uniform</li> <li>Dream school</li> <li>Breaktime activities</li> <li>After-school clubs</li> <li>Primary school comparison</li> <li>Spanish school vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Present tense 3<sup>rd</sup> person of ser</li> <li>Adjectival agreement</li> <li>Conditional tense 3<sup>rd</sup> person singular of haber, tener and ser</li> <li>Suelo + infinitive</li> <li>Imperfect tense 3<sup>rd</sup> person singular of haber, tener and ser</li> <li>Comparative</li> </ul>	<ul style="list-style-type: none"> <li>Ga/go/gu</li> <li>Ge/gi</li> <li>J</li> <li>n/ñ</li> <li>v/b</li> </ul>	<p>Mid year assessment</p> <p>Listening, Reading, Writing</p>

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<b>14-18 (Spring 1)</b>	Hobbies & Free time	<ul style="list-style-type: none"> <li>Hobbies</li> <li>Opinion phrases</li> <li>Adjectives and reasons for doing hobbies</li> </ul>	<ul style="list-style-type: none"> <li>Opinions with nouns and infinitives</li> <li>Present tense 1st person (singular and plural) of regular verbs</li> </ul>	<ul style="list-style-type: none"> <li>R/rr</li> <li>Silent h</li> <li>a/o</li> <li>Ge/gi/j (revisit)</li> <li>e/i/u (revisit)</li> </ul>	Speaking – talking about hobbies in Present tense
<b>19-24 (Spring 2)</b>	Hobbies & Free time	<ul style="list-style-type: none"> <li>Frequency phrases</li> <li>Sports</li> <li>Weather</li> <li>Future time phrases</li> </ul>	<ul style="list-style-type: none"> <li>Present tense 1st person (singular and plural) of jugar and hacer</li> <li>Using Cuando with the weather and present tense</li> <li>Near future tense</li> </ul>	<ul style="list-style-type: none"> <li>Ca/co/cu</li> <li>Cu + vowel</li> <li>Ce/ci</li> <li>Z</li> <li>que/qui</li> </ul>	Extended writing – hobbies in 2 tenses
<b>25-30 (Summer 1)</b>	My town	<ul style="list-style-type: none"> <li>Countries</li> <li>Compass points</li> <li>Places in town</li> <li>Describing town</li> <li>Activities in town</li> </ul>	<ul style="list-style-type: none"> <li>Present tense of vivir (full paradigm)</li> <li>Present tense 3rd person of Estar and Ser</li> <li>Understanding the difference between Ser and Estar</li> <li>Definite and indefinite articles</li> <li>Adjectival agreement</li> <li>Using Se puede with infinitives</li> </ul>	<ul style="list-style-type: none"> <li>L/l</li> <li>Ga/go/gu</li> <li>Ge/gi</li> <li>J</li> <li>n/ñ</li> </ul>	Listening and Reading comprehension – Understanding a description of a town from a Spanish speaking country
<b>31-38 (Summer 2)</b>	My town	<ul style="list-style-type: none"> <li>Opinion verbs and adjectives</li> <li>Improvements to town</li> <li>Comparing towns</li> <li>Activities in the past</li> </ul>	<ul style="list-style-type: none"> <li>Opinions with nouns</li> <li>Adjectival agreement</li> <li>Conditional tense – 1<sup>st</sup> person singular</li> <li>Comparative</li> <li>Preterite tense</li> <li>Using two tenses together</li> </ul>	<ul style="list-style-type: none"> <li>v/b</li> <li>Rr/r</li> <li>Silent h</li> <li>Consolidation</li> </ul>	EOY summative assessment  Listening, Reading, Writing and Speaking