



SOUTH WILTS GRAMMAR SCHOOL

Year 8 Standards – Spanish

Knowledge/skills These must relate to the CURRICULUM How far have students learned the curriculum?	Working towards SWGS Standard for end of Year 8	Working at SWGS Standard for end of Year 8	Working beyond SWGS Standard for end of Year 8
Listening and Reading	Students understand up to 50% of spoken and written texts based on the vocabulary of the Year 8 topics in the end of unit assessments.	Students understand up to 90% of spoken and written texts based on the vocabulary of the Year 8 topics in the end of unit assessments.	Students understand more than 90% of spoken and written texts based on the vocabulary of the Year 8 topics in the end of unit assessments.
Grammar Knowledge and Use, including Translation into Spanish	Students can use their Sentence Builders to use the first-person form of simple verb constructions with some accuracy.	Students can manipulate constructions using regular -ar, -er and -ir verbs with a reasonable level of accuracy and have an awareness of key stem-changing and irregular verbs.	Students can manipulate constructions using regular -ar, -er and -ir verbs and demonstrate an ability to use key stem-changing and irregular verbs with a high level of accuracy and increasing ambition.
Speaking	Students can interact within the familiar context of the some of the year's 4 topics covered; this includes asking a range of questions, Students can make themselves understood in straightforward, concrete interactions, although pauses, false starts and reformulations are evident.	Students can interact confidently within the familiar context of the year's 4 topics covered; this includes asking a range of questions. Students can make themselves understood in straightforward, concrete interactions, with occasional false starts and reformulations.	Students can interact extremely confidently within the familiar context of the year's 4 topics covered; this includes asking a range of questions independently. Students can make themselves understood in more spontaneous interactions and begin to show creativity with their Spanish.





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	Students can read aloud with mostly understandable pronunciation when reading text that includes some unfamiliar language and use their knowledge of Spanish phonics to speak with developing pronunciation. Students can sometimes use the FL to interact with teacher and peers in predictable situations.	Students can read aloud with understandable pronunciation when reading text that includes some unfamiliar language and use their knowledge of Spanish phonics to speak with good pronunciation across a range of vocabulary and structures. Students can use the FL to interact routinely with teacher and peers in predictable situations.	Students can read aloud with understandable pronunciation when reading text that includes lots of unfamiliar language and use their knowledge of Spanish phonics to speak with excellent pronunciation across a range of vocabulary and structures. Students can use the FL to interact routinely with teacher and peers in increasingly unpredictable situations.
Writing	Students can write up to 90 words from memory on one topic. Students can express simple ideas and opinions using the phrases ' <i>me gusta</i> ' and ' <i>me encanta</i> '.	Students can write 90 words from memory on one topic. Students can produce extended sentences that follow on from each other logically. Students can express their own ideas and opinions using the phrases ' <i>me gusta</i> ' and ' <i>me encanta</i> ', and these are justified.	Students can write 90 words from memory on one topic. Manipulation of language is frequent. Students can produce extended sentences that follow on from each other logically. Students can express their own ideas and opinions, and these are increasingly justified with creativity.

