



Progression Map - Spanish

Curriculum Intent

The secondary curriculum at Bradford Academy intends to:

- Develop individuals who are respectful, responsible and resilient and encourage them to be a shining light in their community.
- Ensure that learners develop knowledge and skills that lead to academic success and future opportunities.
- Create a culture of reading by maximising opportunities to read and broaden vocabulary during the school day and at home.
- Provide a breadth of subjects and experiences so that every individual can find and nurture their strengths and talents.
- Be ambitious for all of our learners by carefully planning for excellent achievement.
- Make use of a sound evidence base to ensure that lessons and teaching techniques are effective.

Spanish at Bradford Academy

Teaching Spanish develops the child and their place in society – be it Local, national and international.

Cultural Awareness – learning a new language creates an appreciation for different cultures, traditions, and worldviews – together with a greater understanding of your own culture. Spanish-speaking countries have rich histories and spirited cultures that strengthen learners' global awareness.

Communication skills - Spanish is the second most spoken language in the world. Proficiency in Spanish enables students to communicate with a larger community, promoting inclusivity and connectivity.

Careers Opportunities – Globalisation is increasing, multilingual individuals are more competitive in the job market. Knowledge of Spanish is sought after in many fields, such as healthcare, international business, and education.

Cognitive Benefits - Learning a second language increases cognitive skills such as problem-solving, critical thinking, and creativity. It also improves memory and multitasking capabilities. Personal Growth - Language learning enhances self-esteem and resilience. Overcoming the challenges of mastering a new language encourages perseverance and adaptability.

Develop Proficiency: Equip students with the ability to communicate effectively in Spanish, both orally and in writing, across various contexts (e.g., personal, academic, and professional).

Cultural Exploration: Introduce students to the diverse cultures of Spanish-speaking countries, including traditions, customs, and literature, fostering respect and appreciation for diversity.

Language Skills: Focus on the four core skills—listening, speaking, reading, and writing—while integrating grammar and vocabulary acquisition.

Preparation for Further Study: Provide a solid foundation for students wishing to pursue Spanish at a higher level, including GCSEs and A-levels, while also preparing them for real-life scenarios in which they may use the language.

Promote Lifelong Learning: Encourage a love for languages and learning that extends beyond the classroom, inspiring students to continue their linguistic journey throughout their lives.

Interactivity and Engagement: Use of technology, multimedia resources, and interactive approaches such as role-play, games, and group projects make learning dynamic and engaging.

Real-World Context: Lessons contextualized in everyday scenarios help students see the practical applications of language learning, which makes it relevant and meaningful.

Cross-Curricular Connections: The curriculum may incorporate elements from other subjects such as geography, history, science and music, enriching the learning experience.



KS3-KS4 in Spanish



Spanish is tailored to our context through:

Accessibility: Materials and resources are chosen with consideration for budget constraints, utilizing digital resources.

Support Services: Providing additional support such as after-school clubs, revision days, tasks online (at their own pace) can help students who may otherwise struggle to engage with the content.

Focus on Employability: Highlighting the importance of Spanish in various career paths, particularly in healthcare and community services, can resonate strongly with our students to help improve their prospects.

Building Confidence: Empowering students through activities that celebrate their progress and achievements instils a sense of self-worth and motivation, which is particularly important for our BA learners.

By focusing on these aspects, the curriculum not only teaches Spanish but also reinforces a sense of hope and opportunity, encouraging students to envision a broader world beyond their immediate experiences.



		By the end of Year 7	By the end of Year 8	By the end of Year 9	By the end of Year 10	By the end of Year 11
Knowledge and Skills	Reading	Understand short, simple texts - basic Spanish: Dialogues Descriptions Simple stories related to familiar topics (e.g., family, school, hobbies). <u>Identify main ideas and details:</u> Who? What? Where? When? <u>Recognise common vocabulary and structures:</u> Be familiar with common words and phrases about (a). personal information, (b) daily routines (c) food (d) weather (e) family <u>Use context to infer meaning:</u> <u>Read aloud with accuracy:</u> to read short texts aloud pronouncing the words correctly using proper rhythm and intonation.	Comprehend longer and more complex texts: <u>Identify key information and details:</u> be able to pick out both the main ideas and supporting details in more complex reading material. key dates events people places. <u>Analyse grammatical structures:</u> the present near future simple past tenses how to change meanings <u>Use contextual clues:</u> <u>Summarise and paraphrase:</u> be able to summarise key points from a passage and restate them in their own words, using appropriate language and structures.	Understand extended texts: be able to read and understand a variety of texts of intermediate complexity. short stories personal letters magazine articles email exchanges. texts will cover familiar topics such as school, friendships, free-time activities, holidays, and opinions. <u>Identify details and infer meaning:</u> <u>Analyse texts for grammar and structure:</u> begin to analyse texts for grammatical features and sentence structures. the use of various tenses direct and indirect objects reflexive verbs. <u>Understand different tenses:</u> including present, past (preterite and imperfect), and future tenses, and conditional and perfect tenses in context. <u>Extract opinions and viewpoints:</u>	Understand a wide range of texts: be able to understand a variety of texts from the GCSE topic list. Articles Advertisements Letters blogs, with more complex language and a broader range of topics <u>Identify information:</u> times dates people actions opinions. <u>Understand different tenses and moods,</u> be familiar with a range of tenses beyond the present, including the preterite, imperfect, future, conditional, and perfect tenses. Recognise subjunctive forms in context (e.g., in expressions of opinion or hypothetical situations). <u>Interpret attitudes, opinions, and emotions:</u> Recognizing formal and informal language and identifying register. <u>Use context to infer meaning:</u>	Understand a wide range of complex texts: be able to read and comprehend a variety of authentic and semi-authentic texts on topics. Relationships current affairs the environment global issues future aspirations health, and social issues. <u>Answer detailed questions about the text:</u> Demonstrating understanding of both explicit and implicit meaning in the text. Identify key points, attitudes, and opinions expressed by the author. <u>Recognize and understand a variety of tenses:</u> Recognise and interpret the use of present, past (preterite, imperfect, perfect), future, conditional, and subjunctive tenses. <u>Infer meaning from context:</u> Use strategies like recognizing cognates, word endings, and the general sense of a passage to determine meanings. <u>Analyse and evaluate texts:</u>
	Listening	Understand simple spoken Spanish: able to understand key words & phrases - in slow, clear speech linked to familiar topics <u>Identify main ideas in spoken texts:</u> i.e. names, ages, or interests of people. <u>Listen for specific information:</u> structured listening tasks <u>Understand basic questions and responses:</u> be able to follow simple questions and respond appropriately. <u>Recognise familiar vocabulary:</u> days of the week common verbs everyday objects.	Understand longer spoken passages: be able to follow and understand longer spoken passages. Conversations descriptions about familiar topics (e.g., daily routines, holidays, family). <u>Identify key details in audio material:</u> be able to extract key details from listening tasks. <u>Understand basic narrative structures:</u> e.g., a story about someone's weekend or holiday. <u>Respond to and ask more complex questions:</u> In the present tense and respond with simple but accurate answers. Be able to ask follow-up questions to keep a conversation going.	Understand longer spoken texts: be able to follow longer spoken conversations, e.g., a podcast or short radio program. <u>Identify key details in audio material:</u> be able to identify important facts or details in a spoken passage. Dates Times Actions People <u>Understand a variety of accents:</u> <u>Follow more complex instructions:</u> directions involving more than one step <u>Understand different tenses in spoken language:</u> including questions and statements in the conditional or perfect tenses.	Understand extended spoken texts: Interviews, debates, podcasts, and conversations on familiar topics. <u>Identify key details and ideas:</u> Times Places Opinions Facts <u>Understand a variety of tenses in context:</u> be able to understand and process the different tenses as they occur naturally in conversation. <u>Understand more complex sentence structures:</u> <u>Be able to follow a conversation with multiple speakers</u>	Comprehend longer and more complex spoken texts: conversations interviews reports podcasts, on a wide range of familiar and less familiar topics, such as health, the environment, social media, or personal aspirations. <u>Identify key details and implicit meaning:</u> identify both explicit and implicit meaning. <u>Understand different accents:</u> be able to understand different accents <u>Follow longer dialogues or monologues:</u>



		Understand different accents and speeds of speech:			
Writing	Write simple sentences: (about familiar topics) their family friends school hobbies. <u>Describe people, places, and routines:</u> simple descriptions using adjectives to describe physical appearance, personality daily activities (e.g., <i>Mi hermana es alta y amable</i> – My sister is tall and kind). <u>Use basic connectors:</u> begin to use basic conjunctions - y (and), pero (but), porque (because), and también (also) to link sentences and express simple ideas. <u>Use present tense verbs correctly:</u> be able to conjugate regular verbs in the present tense correctly and start using some irregular verbs (e.g., <i>ser, tener, estar</i>). <u>Write a short paragraph:</u> be able to write a short, coherent paragraph on topics - their school day, a description of their family, or what they like to do in their free time.	Write paragraphs on familiar topics: describing their routine, family, school, hobbies, or plans for the future. <u>Use a range of tenses:</u> Describe past events and future intentions. the present tense near future tense (e.g., <i>voy a + infinitive</i>) simple past tense (e.g., <i>fui</i> – I went) <u>Use a wider range of vocabulary and structures:</u> Incorporate more varied vocabulary and expressions conjunctions (<i>aunque</i> - although, <i>porque</i> - because) adverbs (<i>a menudo</i> -, <i>ayer</i> - yesterday) comparative forms (<i>más... que</i> - more... than, <i>menos... que</i> - less... than). <u>Write with greater accuracy:</u> Grammatically correct sentences correct word order, punctuation, and use of adjectives (making them agree in gender and number with nouns). <u>Organise ideas logically:</u> be able to organise their writing into logical sections.	Write longer, more detailed texts: About their school daily routine hobbies future plans express opinions justify them with reasons. <u>Use a range of tenses:</u> Present Preterite Imperfect Future conditional, perfect tenses describe events from the past, talk about future plans, and hypothesise about situations. <u>Include opinions and reasons:</u> Express and justify them using phrases like <i>me gusta que</i> (I like that), <i>porque</i> (because) <i>creo que</i> (I believe that) <i>en mi opinión</i> (in my opinion). <u>Use connectors and complex sentences:</u> <i>aunque</i> (although) <i>porque</i> (because) <i>sin embargo</i> (however) <i>por lo tanto</i> (therefore) <i>además</i> (furthermore). <u>Write with increasing accuracy:</u> Verb conjugation correct use of adjectives sentence structure.	Write in more detail and with greater complexity: essays letters reports using a variety of tenses to describe past events, talk about future plans, express opinions, and hypothesise. <u>Use a wide range of tenses accurately:</u> present preterite imperfect future conditional perfect tenses subjunctive in appropriate contexts <u>Use a variety of sentence structures:</u> be able to use more complex sentence structures, including subordinate clauses, relative clauses, and time phrases to convey ideas more clearly and with variety. <u>Write with attention to accuracy:</u> demonstrate good control of grammar and spelling, and use appropriate punctuation. <u>Organise ideas logically:</u> (e.g., <i>sin embargo, por lo tanto, además</i>). <u>Use appropriate style and register:</u> be able to adapt their writing style depending on the audience and purpose.	Write extended and coherent texts: be able to write detailed essays letters reports on a variety of familiar and unfamiliar topics. <u>Use a range of tenses and grammatical structures:</u> Students should confidently use a wide variety of tenses and moods. <u>Use a range of complex sentence structures:</u> be able to use more advanced sentence structures, to create more sophisticated and cohesive writing. <u>Write with accuracy and clarity:</u> Writing should be grammatically accurate correct word order subject-verb agreement punctuation. Mistakes should be fewer, and students should be increasingly confident in producing error-free writing. <u>Adapt writing to the task and audience:</u> be able to write different registers (formal vs. informal) different audiences (e.g., a letter to a friend, an article for a magazine, or a formal letter to a company). <u>Show creativity and opinion:</u> In more creative tasks, be able to express and justify personal opinions giving reasons for their ideas using original language.



	Speaking	<u>Introduce themselves and others:</u> be able to say their name age where they live what they like to do. to introduce a family member or friend (using simple sentences). <u>Ask and answer simple questions:</u> ¿Cómo te llamas? ¿Tienes hermanos? ¿Dónde vives? <u>Use basic conversational structures:</u> be able to take part in simple conversations. asking questions making statements about their family, school, and interests. <u>Pronounce words clearly:</u> Clear intonation and correct stress. <u>Express likes and dislikes:</u> <i>me gusta</i> (I like) <i>no me gusta</i> (I don't like) to talk about their preferences. <u>Use gestures and body language appropriately:</u> In informal settings, students should be able to use non-verbal communication (gestures, facial expressions) when speaking.	<u>Give longer responses:</u> be able to respond in more detail to questions about themselves their family their interests., <u>Use a range of tenses:</u> What things they do regularly (present tense) things they plan to do in the future (near future tense) things they did in the past (simple past tense). <u>Describe events, people, and places:</u> e.g., <i>Mi hermano es alto, tiene los ojos verdes, y le gusta jugar al fútbol</i> – My brother is tall, he has green eyes, and he likes to play football. <u>Ask for clarification:</u> be able to ask questions for clarification in a conversation (e.g., <i>¿Qué significa...?</i> - What does it mean? or <i>¿Puedes repetir?</i> – Can you repeat?). <u>Engage in short conversations:</u> be able to participate in basic conversations peers and teachers about familiar topics. <u>Pronounce words with increasing accuracy.</u>	<u>Give extended spoken responses:</u> Be able to talk about their family school life hobbies holidays future plans using more than just basic sentences. <u>Use a range of tenses:</u> be able to switch between different tenses with reasonable fluency.. <u>Express opinions and give reasons:</u> <i>me parece que</i> (it seems to me that) <i>creo que</i> (I believe that) <i>no me gusta nada</i> (I don't like at all). <u>Engage in more complex conversations:</u> be able to participate in conversations involving multiple turns, expressing themselves clearly and asking relevant follow-up questions to keep the conversation going. <u>Pronounce with greater clarity and confidence:</u> clearer pronunciation making fewer mistakes in stress and intonation be able to use more sophisticated vocabulary. <u>Handle role-plays:</u> be comfortable handling more complex role-play scenarios. ordering food in a restaurant giving directions discussing plans with a friend.	<u>Give detailed responses to questions:</u> be able to respond in more detail, extending their answers elaborating on their opinions giving reasons using more complex language. <u>Use a wide range of tenses:</u> be comfortable using present past (preterite and imperfect) future, conditional, and perfect tenses to describe experiences, plans, and hypothetical situations in conversation. <u>Engage in a two-way conversation:</u> be able to participate in a dialogue with their teacher or peer, responding to questions asking for clarification offering opinions on various topics, such as school, health, technology, and social issues. <u>Pronounce words with increasing accuracy:</u> Pronunciation should be clear, with fewer mistakes in intonation, stress, and rhythm. <u>Give a short presentation:</u> be able to give a clear and structured presentation on a given topic. <u>Use a range of linking phrases:</u> In conversation, to use a variety of connectors to make their speech more cohesive, such as <i>en primer</i> (first of all), <i>por ejemplo</i> (for example), <i>sin embargo</i> (however), and <i>por lo tanto</i> (therefore).	<u>Give extended and detailed responses:</u> be able to respond to questions with extended answers giving detailed explanations opinions, and justifications. <u>Use a wide range of tenses and structures:</u> be comfortable using a variety of tenses (present, past, future, conditional, the subjunctive) in spontaneous conversation, showing flexibility and control over language. <u>Participate in a two-way conversation:</u> be able to sustain a natural conversation with a teacher or peer, to adapt to unexpected questions or directions in the conversation. <u>Give a clear and structured presentation:</u> be able to deliver a well-organized and engaging presentation on a given topic, using appropriate vocabulary and complex grammar structures. <u>Pronounce words with clarity:</u> be able to speak clearly and confidently, with correct stress and intonation. Be able to produce both simple and more complex words or phrases without significant hesitation or mispronunciation. <u>Engage in role-plays with confidence:</u> be able to perform role-plays effectively, such as making a complaint in a store, giving directions, or discussing travel plans, demonstrating appropriate vocabulary and linguistic accuracy.
	Assessment	<u>Assessment Types:</u> written oral Listening Reading *language accuracy (spelling, grammar), *fluency (ability to express ideas clearly), and *vocabulary range.	Written tests (grammar, vocabulary, reading comprehension) listening exams oral presentations writing and reading assignments. Grammar accuracy pronunciation vocabulary fluency in speaking the ability to understand spoken and written texts. <u>Focus on improving language skills:</u> language assessment focuses not only	Listening comprehension exercises reading comprehension tasks written essays oral presentations, and role-plays. Fluency grammar accuracy vocabulary range pronunciation the ability to engage in conversations. <u>Focus on grammatical accuracy:</u> know the importance of using -	The GCSE Spanish exam consists of four key components they are weighted: Listening 25% Reading 25% Speaking 25% Writing 25% each contributing to the final grade. Mock Exams, Termly assessment	Mock Exams x 2 Half Termly Assessments Reading: 25% of the final grade, covering comprehension and translation tasks. Writing: 25% of the final grade, which may include structured questions, translations, and writing essays. Speaking: 25% of the final grade, including a role-play, photo card discussion, and general conversation with the examiner.



			on content (i.e., what they say or write) but also on the accuracy of language use (grammar, spelling, and vocabulary) and pronunciation.	correct grammar (verb conjugations, gender agreement, word order) communication.	<u>Familiarity with exam format:</u> be familiar with the format of each exam paper multiple-choice gap-fill translation essay-style questions. understand the importance of time management during the exam.	Listening: 25% of the final grade, covering comprehension and translation tasks.
	Knowledge and Skills Revised	<u>Self-Assessment:</u> Encouraged to self-assess their progress, identifying strengths and areas for improvement, and setting goals for future learning. <u>Language Progress:</u> Aware of their language progression and should be able to reflect on their development in all four skills (reading, writing, speaking, listening). <u>Peer Assessment:</u> Engage in peer assessments to help develop their understanding of language skills, by giving constructive feedback on their classmates' performances in speaking or writing tasks.	<u>Set language learning goals:</u> Encouraged to reflect on their progress, identify areas of strength and areas for improvement, and set personal goals for improvement in different skills (speaking, writing, listening, reading). <u>Practice self-assessment:</u> be able to assess their own language skills, recognising what they can do well and where they need to improve. Through self-reflection and teacher feedback. <u>Peer assessment:</u> Engage in peer assessments, providing constructive feedback to classmates using that feedback to improve their own language skills. <u>Use feedback effectively:</u> be able to act on feedback from teachers. Making improvements on suggestions (e.g., more varied vocabulary, better use of grammar, more accurate pronunciation).	<u>Be able to reflect on their language learning:</u> be able to reflect on their strengths and areas for improvement, setting goals to improve certain aspects of their Spanish (e.g., fluency, vocabulary, listening skills). <u>Use feedback effectively:</u> be able to use feedback from teachers to improve their performance in both written and spoken tasks. Take note of corrections and try to avoid repeating mistakes. <u>Engage in peer assessments:</u> Engage in peer assessments providing constructive feedback to classmates using that feedback to refine their own work.	<u>Be able to self-assess:</u> be able to reflect on their language skills identifying areas for improvement based on their performance in practice exams, homework, and teacher feedback. <u>Use feedback constructively:</u> be able to use feedback from teachers to target improvement grammar vocabulary pronunciation. <u>Focus on exam techniques:</u> developed specific exam techniques for each component. Skimming scanning for reading listening for key details organising ideas clearly in writing and speaking tasks.	<u>Be able to self-assess:</u> be able to reflect on their language skills identifying areas for improvement based on their performance in practice exams, homework, and teacher feedback. <u>Use feedback constructively:</u> be able to use feedback from teachers to target improvement grammar vocabulary pronunciation. <u>Focus on exam techniques:</u> developed specific exam techniques for each component. Skimming scanning for reading listening for key details organising ideas clearly in writing and speaking tasks.