



SPANISH Curriculum Map

Curriculum Intent Overview

The Spanish curriculum aims to develop confident, resilient and culturally aware linguists who can communicate effectively in spoken and written Spanish. Pupils develop the phonics, vocabulary and grammatical knowledge needed to understand and respond to authentic spoken and written language while building confidence in expressing their own ideas, opinions and experiences.

Through a carefully sequenced curriculum, pupils develop accurate pronunciation, spontaneous communication and cultural awareness while exploring the traditions, customs and lifestyles of Spain and the wider Spanish-speaking world. The curriculum prepares pupils for GCSE study and beyond through regular opportunities for speaking, listening, reading and writing across a range of familiar and unfamiliar contexts.

What pupils will know and be able to do by the end of KS4/KS5

By the end of KS4, pupils will understand and use a wide range of vocabulary, phonics and grammatical structures to communicate confidently in speech and writing across familiar and unfamiliar contexts. They will apply present, past, future and conditional time frames accurately, understand authentic spoken and written texts and respond spontaneously to questions and conversations. Pupils will develop accurate pronunciation through explicit phonics teaching and demonstrate increasing independence in translation, role-play, picture description and extended writing tasks.

By the end of KS5, pupils will communicate confidently and spontaneously using sophisticated language and complex grammatical structures. They will analyse authentic literary and cultural materials critically, discuss social and cultural issues in depth and produce detailed spoken and written responses with fluency and accuracy.

The key knowledge and disciplinary skills

The Spanish curriculum is built around the three pillars of language learning:

- phonics
- vocabulary
- grammar

Phonics are taught explicitly from Year 7 onwards to develop accurate pronunciation, decoding, spelling and listening skills. Vocabulary is introduced in meaningful contexts and revisited regularly to support long-term memory and spontaneous communication. Grammar is taught progressively so that pupils can manipulate language confidently across different tenses and contexts.

Pupils develop disciplinary skills through listening, reading, speaking and writing activities including translation, dictation, read aloud tasks, role-play, picture description and extended communication. Retrieval practice and cumulative assessment support pupils in revisiting and applying prior learning across modules.

How the curriculum builds cultural capital

The curriculum develops pupils' understanding of the cultures, traditions and diversity of Spain and the Spanish-speaking world through authentic texts, films, music, festivals, food, media and everyday life. Pupils explore cultural similarities and differences, helping them to develop curiosity, empathy and a wider understanding of the world beyond their own experiences.

Extra-curricular opportunities, themed events and authentic resources further enrich pupils' appreciation of Hispanic culture and encourage confidence in communicating with others.

How the curriculum prepares pupils for next stages (GCSE/A-Level and beyond)

The curriculum is carefully sequenced to build knowledge and confidence progressively from Year 7 to Year 11 and beyond. Pupils revisit vocabulary, phonics and grammar cumulatively across modules, enabling them to apply prior learning in new contexts and communicate with increasing independence.

At KS4 and KS5, pupils develop the skills required for public examinations, including translation, spontaneous speaking, extended writing, reading authentic texts and understanding spoken language in different contexts.

The curriculum also develops wider transferable skills including literacy, memory, problem-solving, resilience and intercultural understanding, preparing pupils for further study, employment and future language learning.

What a Grade 7/8 student looks like in Spanish

A Grade 7/8 pupil communicates confidently and spontaneously using a wide range of vocabulary and grammatical structures across present, past, future and conditional time frames. They can justify and develop opinions, adapt familiar language for different contexts and respond accurately to unpredictable questions in speech and writing.

They understand longer authentic spoken and written texts containing unfamiliar language through secure phonics knowledge, decoding skills and contextual understanding. Their pronunciation and intonation are generally accurate, and they can produce detailed spoken and written responses using complex sentences, connectives and a range of tenses with increasing accuracy and independence.

	HT1	HT2	HT3	HT4	HT5	HT6	Assessment Criteria
Year 7 .	Thematic context: My personal world Module: Mi vida (My life) Knowledge: • Grammar- definite articles (el, la, los, las), indefinite articles (un, una), cognates, present tense verb endings, basic question words (¿Cómo te llamas?, ¿Dónde vives?, ¿Cuántos años tienes?, ¿Tienes hermanos?). • Phonics- a (panda), o (oso), e (elefante), i (tigre), u (búfalo), ll (camello), ce/ci (cocodrilo), ge/gi (gorila), j (jirafa), rr (zorro), silent h. • Vocabulary- classroom language, greetings, personal information, numbers, alphabet, family members, classroom rules. Skills: introduce yourself, give personal information, answer simple questions, improve pronunciation and reading aloud. Prior/Future links: builds foundations for personal identity and relationships topics at KS4. .	Thematic context: My personal world Module : Mi vida (My life) Knowledge: • Grammar: adjectives ending in <i>-o/-a</i>, making sentences negative (<i>no</i>), verb <i>ser</i> (present tense, singular), verb <i>tener</i> (present tense, singular), indefinite articles (<i>un/una</i>), adjective agreement (masculine/feminine, singular/plural). • Phonics: e (héroe), u (músico), silent h (héroe), ñ (años), cu + vowel (cuatro), qui (quince), r (amarillo), rr (marrón), co (conejo). • Vocabulary: personality descriptions, brothers and sisters, pets, colours, describing a picture, location phrases (<i>a la izquierda, a la derecha, en el centro</i>), opinion phrase (<i>creo que</i>). Skills: talk about your personality, use adjectives correctly, talk about pets, describe pictures, give basic information about yourself and others, read, listen, speak and write using familiar language. Prior/Future links: builds on HT1 introductions and personal information, prepares pupils for talking about weather, seasons and future use of <i>-ar</i> verbs in the present tense.	Thematic context: Lifestyle and wellbeing Module : Mi tiempo libre Knowledge: • Grammar: the infinitive, present tense of regular <i>-ar</i> verbs (full paradigm), using <i>cuando</i> (when), opinion phrases (<i>me gusta, me encanta, no me gusta</i>), justification with <i>porque</i>. • Phonics: j (jugar, videojuegos), ch (chocolate, escuchar), gui (guitarra), ll (llueve). • Vocabulary: likes and dislikes, free-time activities, hobbies, weather, seasons. Skills: say what you like to do, give opinions and reasons, talk about your hobbies and free-time activities, use regular <i>-ar</i> verbs in the present tense, talk about the weather and seasons, use <i>cuando</i> to extend sentences, read, listen, speak and write about what they like to do in their free time. Prior/Future links: builds on sentence order, infinitive expressions, present tense regular verbs, adjective agreement and opinion	Thematic context: Lifestyle and wellbeing Module : Mi tiempo libre Knowledge: sports and physical activities, future plans, talking about what sports you do and what you are going to do. • Grammar: present tense of <i>hacer</i> (irregular verb, full paradigm), present tense of <i>jugar</i> (stem-changing verb, full paradigm), near future tense (<i>ir + a + infinitive</i>) with 1st person focus, opinions and justifications. • Phonics: ce (hace), ci (natación). • Vocabulary: sports and physical activities, days of the week, future plans and activities, revision of free-time activities and hobbies. Skills: say what sports you do, use <i>hacer</i> and <i>jugar</i> accurately, talk about sports and hobbies, express opinions about physical activities, talk about future plans using the near future tense, read, listen, speak and write about sports and leisure activities.	Thematic context: Studying and my future Module : Mi insti (My school) Knowledge: school subjects, favourite days, opinions about subjects and teachers, school facilities, describing your school. • Grammar: we form of regular <i>-ar</i> verbs, <i>me gusta(n) + el/la/los/las</i>, opinions about subjects, checking verbs, definite articles (<i>el/la/los/las</i>), indefinite articles (<i>unos/unas</i>), adjective agreement. • Phonics: ca (música), ci (revisión/ciencias), gi (tecnología), gu (gusta), ge (geografía), gi (revisión/gimnasio), silent h (hay). • Vocabulary: school subjects, favourite days, opinions about subjects and teachers, school facilities, describing a school. Skills: say what subjects you study, use regular <i>-ar</i> verbs to say what “we” do, give opinions about school subjects and teachers, use <i>me gusta(n) + el/la/los/las</i>, describe your school, use words for “a”, “some” and “the”, read, listen, speak and write about school life.	Thematic context: Studying and my future / My personal world Module : Mi insti (My school) and Mi familia y amigos (My family and friends) Knowledge: break time activities, food and drink, favourite day at school, family members, ages, physical appearance, describing people, describing your house or flat, where you live. • Grammar: present tense of regular <i>-er</i> and <i>-ir</i> verbs (full paradigms), possessive adjectives (<i>mi, tu, su, mis, tus, sus</i>), adjective position (after the noun), adjective agreement, verbs <i>ser, tener</i> and <i>estar</i>, sequencing words and frequency expressions. • Phonics: ch (chocolate, chicle), ca/ce/ci (revision), cu + vowel (cuarenta), ci (cien), ll (llamo, llevo), que (pequeño), ñ (montaña). • Vocabulary: snacks and drinks at breaktime, sequencing expressions, family members and ages, physical appearance (eyes, hair and features), describing people, home and rooms, house or flat, town and village vocabulary. Skills: talk about break time activities, describe your family,	Assessment Criteria By the end of Year 7 pupils can: understand spoken and written Spanish on familiar topics, communicate using familiar vocabulary and grammar, express simple opinions with reasons, ask and answer basic questions, write short structured paragraphs, and apply accurate pronunciation and phonics knowledge. (Link to Grade 7/8): manipulate familiar vocabulary and grammar independently, communicate accurately in familiar contexts, justify opinions, and produce detailed spoken and written responses with increasing confidence.

		GCSE thematic context link: personal identity, family and relationships, describing people, expressing opinions.	verbs; prepares pupils for revisiting regular verbs and <i>-ar</i> verb patterns and introducing the near future tense. GCSE thematic context link: free-time activities, hobbies, interests, weather and climate.	Prior/Future links: builds on sentence order, infinitive expressions, present tense regular and irregular verbs, adjective agreement and opinion phrases with justification (<i>porque</i>); prepares pupils to give more detailed opinions about school subjects, use <i>me gusta + el/la/los/las</i>, and use indefinite articles confidently. GCSE thematic context link: free-time activities, sports, hobbies, future plans and healthy lifestyles.	Prior/Future links: builds on sentence order, noun gender and number, present tense regular verbs, adjectives and cognates; prepares pupils to talk about break time, use regular <i>-er</i> and <i>-ir</i> verbs, describe a typical school day and give more detailed justifications. GCSE thematic context link: school life, school subjects, opinions about education, school facilities and routines.	say what people look like, describe hair and eye colour, use possessive adjectives, describe your home and where you live, use <i>ser</i>, <i>tener</i> and <i>estar</i> accurately, tell the time, order food in a café, read, listen, speak and write using extended sentences. Prior/Future links: builds on earlier work on family, opinions, school and free-time activities; prepares pupils for Year 8 topics on home, town, region, daily routine and relationships. GCSE thematic context links: family and relationships, home and local area, food and drink, daily routine, town and region.	
	Assessment: vocabulary retrieval quizzes, grammar and phonics check speaking and listening tasks, translation activities, reading comprehension, writing tasks and end of module assessments. Mid-term assessment: Speaking assessment in controlled conditions	Assessment: vocabulary retrieval quizzes, grammar and phonics checks, speaking and listening tasks, translation activities, reading comprehension, writing tasks, homework tasks. Assessment point 1: Listening, grammar, and reading assessment	Assessment: vocabulary retrieval quizzes, grammar and phonics checks, speaking and listening tasks, translation activities, reading comprehension, writing tasks and homework tasks . Mid-term assessment Writing assessment	Assessment: vocabulary retrieval quizzes, grammar and phonics checks, speaking and listening tasks, translation activities, reading comprehension, writing tasks and homework tasks . Mid-term assessment Listening, grammar, and reading assessment	Assessment: vocabulary retrieval quizzes, grammar and phonics checks, speaking and listening tasks, translation activities, reading comprehension, writing tasks, homework tasks and mid-point assessments. Assessment point 2: End of year cumulative assessment covering listening, reading and grammar from all modules studied.	Assessment: vocabulary retrieval quizzes, grammar and phonics checks, speaking and listening tasks, translation activities, reading comprehension, writing tasks and homework tasks.	
Year 8	Thematic context: My neighbourhood Module: Mi ciudad (My town) Knowledge: places in town and city, telling the time, activities in town, ordering food and drink in a café, describing a town and what it offers.	Thematic context: My neighbourhood Module: Mi ciudad (My town) Knowledge: weekend plans, future activities, describing what you are going to do in your town, understanding information about local areas.	Thematic context: Travel and tourism Module: Mis vacaciones (My holidays) Knowledge: holiday destinations, transport, holiday activities, describing holidays in the past, talking about the last day of a holiday.	Thematic context: Travel and tourism Module: Mis vacaciones (My holidays) Knowledge: opinions about holidays, reasons for good and bad holiday experiences, describing what a holiday was like,	Thematic context: Media and technology Module: Todo sobre mi vida Knowledge: TV programmes, preferences, mobile phones, technology, music, comparisons and opinions. Grammar: present tense of regular <i>-ar</i>, -	Thematic context: Media and technology / Lifestyle and wellbeing Module: Todo sobre mi vida / A comer! Knowledge: past daily activities, food and drink preferences, meals, ordering food and drink in a restaurant,	By the end of Year 8 pupils can: understand the main points and details in familiar spoken and written Spanish, communicate using present, past and future time frames, express and justify opinions, ask and answer questions, write extended paragraphs, and apply accurate

	• Grammar: <i>un/una, unos/unas, mucho/muchos/muchas, ir</i> (to go) present tense, stem-changing verb <i>querer</i> (to want). • Phonics: u (universidad), z (diez, plaza), c (café), que (qué, querer), qui (quiere, quieren). • Vocabulary: places in town and city, telling the time, activities in town and city, café language and food items, describing a picture (<i>a la izquierda, a la derecha, en el centro</i>), opinion phrase (<i>creo que</i>). Skills: describe your town or city, use <i>a, some</i> and <i>many</i>, tell the time, use the verb <i>ir</i>, order food and drink in a café, use the verb <i>querer</i>, describe a picture and answer questions about it, take part in role-play conversations, read, listen, speak and write about your town and local area. Prior/Future links: builds on <i>a, some</i> and <i>many</i> from Year 7, numbers, irregular verbs (<i>ir/hacer</i>), stem-changing verbs, gender and number agreement, word order and singular/plural indefinite articles; prepares pupils to use the near future tense, describe people, write a	• Grammar: near future tense (<i>voy, vas, va, etc. + infinitive</i>). • Phonics: v (voy). • Vocabulary: weekend plans and future activities, revision of town and city language, question words. Skills: say what you are going to do at the weekend, use the near future tense confidently, understand people describing their town, listen for detail, ask and answer questions, combine present and future tenses, read, listen, speak and write about your town and future plans. Prior/Future links: builds on the near future tense, irregular verbs, infinitives, gender and number agreement, word order, singular and plural indefinite articles, adverbs and negatives; prepares pupils to talk about past holidays, use the preterite tense of <i>ir</i> and regular -<i>ar/-er/-ir</i> verbs, and describe what they did on holiday. GCSE thematic context link: home, town, neighbourhood and region, local activities, future plans and arrangements.	• Grammar: preterite tense of <i>ir</i> (1st person), preterite of regular -<i>ar</i> verbs (full paradigm), preterite of regular -<i>er</i> and -<i>ir</i> verbs, preterite of <i>sacar</i> (spelling change), <i>pretérito + no</i> (negatives in the past tense). • Phonics: a (familia), i (familia), o (avión), e (volé, tomé), que (saqué), ci (hiciste, conocí), v (ver, vi). • Vocabulary: holiday destinations and companions, transport for holidays, holiday activities and sequencing phrases, the last day of holidays, past tense experiences. Skills: talk about past holidays, use the preterite tense of <i>ir</i>, describe what you did on holiday, use regular -<i>ar, -er</i> and -<i>ir</i> verbs in the preterite, describe the last day of a holiday, give information about holidays in spoken and written form, read, listen, speak and write about past experiences. Prior/Future links: builds on infinitives, regular and irregular verbs, gender and number agreement,	giving presentations about holidays. • Grammar: reinforcement of the preterite tense, preterite of <i>ser</i>. • Phonics: rr (horroroso). • Vocabulary: opinions about holidays, reasons for good or bad experiences, idiomatic expressions for past experiences. Skills: say what your holiday was like, use the preterite of <i>ser</i>, give opinions and reasons about holidays, give a presentation about a holiday, make spoken and written responses more interesting and detailed, read, listen, speak and write about holiday experiences. Prior/Future links: builds on the preterite of regular -<i>ar, -er</i> and -<i>ir</i> verbs, spelling-changing verbs, infinitives, cognates, regular and irregular verbs, gender and number agreement, word order, adverbs, negatives and opinion verbs; prepares pupils to talk about television and media and use comparative structures. GCSE thematic context link: holidays and travel, tourism, past	<i>ir, -er</i> verbs, stem-changing verbs, <i>me gusta</i> + definite article, adjective agreement, comparatives (<i>más... que</i>), indefinite articles. • Phonics: ch (<i>chateo</i>), o (<i>comparto, hablo, todos</i>), gu (<i>gusta</i>), e (<i>telenovela</i>). • Vocabulary: TV programmes, preferences, comparisons, opinions, mobile phone use, describing pictures. Skills: say what you use your phone for, revise the present tense, talk about TV programmes, use comparatives, describe a picture, give opinions about media and technology. Prior/Future links: builds on stem-changing verbs, infinitives, cognates, regular and irregular verbs, gender and number agreement, adverbs, negatives, opinion verbs and telling the time; prepares pupils to use the preterite and present tense together, discuss what they did yesterday, talk about food and mealtimes, reinforce negatives and use the near future. GCSE thematic context link: media and technology, free-time activities, social media, TV, music and films.	shopping for food, healthy eating choices. • Grammar: preterite of <i>hacer</i> (full paradigm), <i>el agua</i> (feminine noun with masculine article), <i>me gusta(n)</i> + definite article, using present and preterite tenses together, negatives (<i>no... nada</i>), formal and informal <i>you</i> (<i>tú/usted/ustedes</i>), near future tense (full paradigm). • Phonics: cu + vowel (<i>cuarto, cuatro</i>), gi (<i>gimnasia</i>), gue (<i>jugué</i>), ñ (<i>ñam-ñam</i>), negatives (<i>no, nunca, nada</i>), ll (<i>bocadillo, paella, pollo, quesadillas, tortillas</i>), rr (<i>churros</i>), j (<i>fajitas</i>), silent h (<i>hola, hielo</i>). • Vocabulary: daily activities in the past tense, food and drink preferences, meals, ordering food and drink, shopping for food, restaurant language. Skills: say what you did yesterday, use the present and preterite tenses together, say what food you like, use a wider range of opinions, describe mealtimes, use negatives, use cognates and near cognates, order a meal in a restaurant, discuss food choices and shopping habits. Prior/Future links: builds on regular -<i>ar/-er/-ir</i> verbs, items of food, near future tense, spelling-changing verbs, infinitives, cognates and near-	pronunciation and phonics knowledge. (Link to Grade 7/8): manipulate familiar vocabulary and grammar independently, communicate accurately across a range of familiar topics, use more than one time frame successfully, respond spontaneously to simple questions, and produce detailed spoken and written responses with confidence.
--	---	---	---	--	--	--	---

	blog about their town and combine two tenses. GCSE thematic context link: home, town, neighbourhood and region, eating out, local amenities and activities.		word order, singular and plural articles, adverbs and negatives; prepares pupils to say what their holiday was like, use the preterite of <i>ser</i>, and give a presentation about a holiday. GCSE thematic context link: holidays and travel, tourism, past experiences, transport and destinations.	experiences, opinions and cultural experiences.		cognates, regular and irregular verbs, adjective agreement and telling the time; prepares pupils to talk about things they like, use irregular verbs in the present tense, discuss films, use the near future tense confidently and talk about their week. GCSE thematic context link: food and drink, healthy living and lifestyle, daily routine, free-time activities, media and technology.	
	Assessment: vocabulary retrieval quizzes, grammar and phonics checks, speaking and listening tasks, translation activities, reading comprehension, writing tasks and homework tasks. Mid-term assessment: Speaking assessment in controlled conditions	Assessment: vocabulary retrieval quizzes, grammar and phonics checks, speaking and listening tasks, translation activities, reading comprehension, writing tasks, homework tasks. Assessment point 1: Listening, grammar, and reading assessment	Assessment: vocabulary retrieval quizzes, grammar and phonics checks, speaking and listening tasks, translation activities, reading comprehension, writing tasks and homework tasks . Mid-term assessment Writing assessment	Assessment: vocabulary retrieval quizzes, grammar and phonics checks, speaking and listening tasks, translation activities, reading comprehension, writing tasks and homework tasks . Mid-term assessment Listening, grammar, and reading assessment	Assessment: vocabulary retrieval quizzes, grammar and phonics checks, speaking and listening tasks, translation activities, reading comprehension, writing tasks, homework tasks and mid-point assessments. Assessment point 2: End of year cumulative assessment covering listening, reading and grammar from all modules studied.	Assessment: vocabulary retrieval quizzes, grammar and phonics checks, speaking and listening tasks, translation activities, reading comprehension, writing tasks and homework tasks.	
Year 9	Thematic context: My personal world Module: Somos así Knowledge: likes and dislikes, films and film genres, weekly routines and free-time activities, making arrangements to go to the cinema, agreeing, refusing and giving opinions. Grammar: opinion verbs, present tense of <i>ir</i>, <i>hacer</i>, <i>ser</i>, present tense of regular -<i>ar</i>, -<i>er</i> and -<i>ir</i> verbs (full paradigm), near	Thematic context: My personal world Module: Somos así Knowledge: birthday celebrations, past activities, famous people and their achievements, life as a celebrity. Grammar: preterite tense (full paradigm), preterite of <i>hacer</i> (full paradigm), recognising and using past tense forms.	Thematic context: My studies and my future Module: Oriéntate! Knowledge: jobs and responsibilities, opinions about work, future career ambitions, the importance of languages, qualifications available after GCSE. Grammar: <i>tener que</i> + infinitive, adjective agreement. Phonics: j (<i>jardinero</i>, <i>trabajo</i>, <i>jefe</i>), ci (<i>policía</i>,	Thematic context: My studies and my future Module: Oriéntate! Knowledge: future plans and ambitions, jobs and daily responsibilities, reasons for career choices, qualifications needed for different professions, daily life in the workplace. Grammar: present tense versus near future tense, verb patterns (regular and irregular	Thematic context: Lifestyle and wellbeing Module: En forma Knowledge: healthy diet, daily routine, active lifestyles, healthy habits, frequency expressions, illnesses and saying what hurts. Grammar: direct object pronouns, stem-changing verbs <i>jugar</i> and <i>preferir</i>, preterite of <i>jugar</i> and <i>empezar</i>, reflexive verbs, <i>me duele(n)</i>.	Thematic context: Lifestyle and wellbeing / The Hispanic World Module: En forma Knowledge: healthy living and lifestyle advice, illnesses, injuries and symptoms, expressing how you feel, keeping fit, countries of the Spanish-speaking world, Hispanic art, music and festivals. Grammar: <i>me duele(n)</i>, <i>se debe/no se debe</i>, verbs <i>tener</i> and <i>tener que</i>, future tense/near	By the end of Year 9 pupils can: understand spoken and written Spanish, communicate accurately using present, past and future time frames, express and justify opinions, ask and answer questions with increasing spontaneity, write extended paragraphs, and apply accurate pronunciation and phonics knowledge. (Link to Grade 7/8): manipulate familiar vocabulary and grammar independently, communicate accurately across familiar contexts, respond spontaneously to simple questions, use more

	future tense, definite and indefinite articles, adverbs. • Phonics: c (artes marciales), ca (música), v (veo), z (organizas), ci (animación, acción, ciencia ficción), rr (terror), silent h (superhéroes). • Vocabulary: likes and dislikes, weekly routines and free-time activities, types of films, making arrangements to go to the cinema, agreeing, refusing and giving opinions. Skills: talk about things you like and dislike, use irregular verbs in the present tense, talk about films and film genres, use the near future tense, talk about your week, use regular verbs confidently, make plans with others, read, listen, speak and write about leisure activities. Prior/Future links: builds on Year 8 knowledge of opinion verbs, regular and irregular verbs, stem-changing verbs, gender and number agreement, word order and infinitives; prepares pupils to talk about birthdays, revisit the preterite tense, discuss life as a celebrity and combine three time frames. GCSE thematic context link: free-time activities, entertainment, media, film	• Phonics: ñ (<i>montaña</i>), i (<i>hiciste, invité, increíble</i>), v (<i>invité, ver, aventura</i>), qui (<i>máquina</i>). • Vocabulary: birthday celebrations and past activities, famous people, achievements and careers, describing pictures and answering questions about mobile phone use. Skills: talk about a birthday celebration, use the preterite tense confidently, talk about life as a celebrity, combine present, past and future time frames, describe a picture, answer questions spontaneously, read, listen, speak and write about famous people and celebrations. Prior/Future links: builds on opinion verbs, regular and irregular verbs, stem-changing verbs, gender and number agreement, word order, articles and infinitives; prepares pupils to discuss what they may do at work, use <i>tengo que</i>, talk about future careers, use correct adjective agreement and discuss the importance of languages. GCSE thematic context link: identity and culture, celebrations and festivals,	<i>paciente, ambicioso, sociable</i>. • Vocabulary: jobs and responsibilities, opinions about work, future career ambitions, phrases such as <i>¿En qué te gustaría trabajar?, Quiero ser..., Me gustaría ser....</i> Skills: say what tasks people must do at work, use <i>tengo que</i>, say what job they would like to do, use correct adjective agreement, explain reasons for studying languages, understand different qualifications available after GCSE, read, listen, speak and write about work, future plans and the advantages of languages. Prior/Future links: builds on opinion verbs, regular and irregular verbs, stem-changing verbs, conditional structures, gender and number agreement, word order, articles, infinitives and adverbs; prepares pupils to talk about future ambitions, use the near future tense, describe a job in more detail and combine three time frames. GCSE thematic context link: future aspirations, study and work, jobs and	verbs), combining time frames. • Phonics: v (<i>voy, va, viajar, vivir, voluntario, universidad</i>), cu + vowel (<i>cualidades, cuáles</i>). • Vocabulary: future plans and ambitions, jobs and daily responsibilities, reasons for career choices, qualifications needed for different professions. Skills: talk about future plans, describe a job, discuss what a typical day is like in a job, explain career ambitions, give reasons for career choices, compare present and future plans, use three time frames, read, listen, speak and write about future study and work. Prior/Future links: builds on opinion verbs, regular and irregular verbs, stem-changing verbs, gender and number agreement, word order, articles, infinitives and adverbs; prepares pupils to talk about diet, use direct object pronouns, discuss active lifestyles, use reflexive verbs and describe daily routines.	• Phonics: rr (<i>arroz</i>), v (<i>vez, veces</i>), z (<i>arroz, vez</i>), ce (<i>hacer, empecé</i>), gue (<i>jugué</i>), j (<i>jugar, juego</i>), i (<i>despierto</i>), e (<i>despierto, acuesto</i>), cu + vowel (<i>acuesto</i>). • Vocabulary: daily routine, keeping fit and healthy habits, frequency expressions and activities, illnesses and saying what hurts. Skills: talk about diet and healthy eating, use direct object pronouns, talk about an active lifestyle, use stem-changing verbs accurately, describe your daily routine, use reflexive verbs confidently, discuss healthy habits and wellbeing, read, listen, speak and write about health and lifestyle. Prior/Future links: builds on regular and irregular verbs, stem-changing verbs, gender and number agreement, word order, articles, infinitives, adverbs and telling the time; prepares pupils to talk about ailments, use <i>me duele(n)</i>, give advice using <i>se debe/no se debe</i>, explore the Hispanic world, and use the imperfect and perfect tenses to describe festivals and cultural events. GCSE thematic context link: healthy living and lifestyle, healthy living and lifestyle, daily routine, health and	future tense, imperfect tense. • Phonics: silent h (<i>horas</i>), u (<i>fruta, basura</i>), ga (<i>garganta</i>), que (<i>qué, quemaduras</i>). • Vocabulary: healthy living and lifestyle advice, illnesses, injuries and symptoms, expressing how you feel, countries, continents, cities, geography, products, festivals and cultural traditions from the Spanish-speaking world. Skills: talk about ailments, use <i>me duele(n)</i> accurately, talk about getting fit, give advice using <i>se debe/no se debe</i>, explore the Hispanic world, describe festivals and traditions, discuss famous artists and musicians, use the imperfect and perfect tenses, read, listen, speak and write about health, wellbeing and culture. Prior/Future links: builds on regular and irregular verbs, stem-changing verbs, gender and number agreement, word order, articles, infinitives, adverbs, weather vocabulary and reflexive verbs; consolidates key GCSE themes and develops cultural awareness and linguistic independence. GCSE thematic context links: healthy living and lifestyle, health and wellbeing, festivals and traditions, international	than one time frame successfully, and produce detailed spoken and written responses with confidence.
--	--	---	---	---	---	--	---

	and television, social activities and relationships.	role models, future aspirations and careers.	careers, the importance of languages.	GCSE thematic context link: future aspirations, study and work, careers, ambitions and workplace responsibilities.	wellbeing, healthy habits and personal care.	and global dimension, culture of Spanish-speaking countries.	
	Assessment: vocabulary retrieval quizzes, grammar and phonics checks, speaking and listening tasks, translation activities, reading comprehension, writing tasks and homework tasks. Mid-term assessment: Reading and grammar assessment in controlled conditions	Assessment: vocabulary retrieval quizzes, grammar and phonics checks, speaking and listening tasks, translation activities, reading comprehension, writing tasks, homework tasks. Assessment point 1: Listening, grammar, and reading assessment	Assessment: vocabulary retrieval quizzes, grammar and phonics checks, speaking and listening tasks, translation activities, reading comprehension, writing tasks and homework tasks . Mid-term assessment Writing assessment	Assessment: vocabulary retrieval quizzes, grammar and phonics checks, speaking and listening tasks, translation activities, reading comprehension, writing tasks and homework tasks . Mid-term assessment Listening, grammar, and reading assessment	Assessment: vocabulary retrieval quizzes, grammar and phonics checks, speaking and listening tasks, translation activities, reading comprehension, writing tasks, homework tasks and mid-point assessments. Assessment point 2: End of year cumulative assessment covering listening, reading and grammar from all modules studied.	Assessment: vocabulary retrieval quizzes, grammar and phonics checks, speaking and listening tasks, translation activities, reading comprehension, writing tasks and homework tasks.	
Year 10	Thematic context: My personal world; Media and technology Module: Diviértete! Knowledge Grammar: regular present tense verbs (all three verb groups), irregular present tense verbs (<i>hacer, preferir, poder, querer</i>), opinion verbs (<i>gustar, encantar, interesar</i> + infinitive), stem-changing verbs	Thematic context: My personal world; Media and technology Module: Diviértete! Knowledge: describing what you did at the weekend, past activities, expressing opinions about past experiences, using three time frames. Grammar: preterite tense of regular <i>-ar, -er</i> and <i>-ir</i> verbs, irregular preterite verbs <i>ir</i> and <i>ser</i>, direct object pronouns,	Thematic context: Travel and tourism Module: Viajes Knowledge: holiday preferences, holiday activities, festivals and culture in the Spanish-speaking world, eating out, accommodation and travel experiences. Grammar: impersonal verb phrases (<i>se puede(n) + infinitive</i>), comparatives and superlatives,	Thematic context: Travel and tourism Module: Viajes Knowledge: accommodation, booking a room, holiday routines, past holidays, future holiday plans, travel in Latin America. Grammar: imperfect tense (full paradigm of <i>estar/tener</i> and notes on <i>había/era</i>), <i>soler + infinitive</i>, using a range of tenses	Thematic context: Media and technology; My personal world Module: Mi gente, mi mundo Knowledge: family and relationships, social media and role models, identity and personal values, friendships, emotions and wellbeing, giving advice and solving problems. Grammar: present continuous tense (<i>estar + present participle</i>), full	Thematic context: Lifestyle and wellbeing Module: Mi estilo de vida Knowledge: healthy lifestyles and daily routine, healthy and unhealthy habits, illnesses and injuries, childhood routines and habits, lifestyle changes and wellbeing, mental health and self-care. Grammar: <i>deber/deberías/antes de + infinitive</i>, infinitive constructions with reflexive verbs, impersonal verbs (<i>hay que, hace falta +</i>	By the end of Year 10 pupils can: understand the main points and details in spoken and written Spanish, communicate using present, past and future time frames, express and justify opinions, ask and answer questions with increasing spontaneity, adapt familiar language to express their own ideas, write extended responses on a range of GCSE topics, and apply accurate pronunciation and phonics knowledge. (Link to Grade 7/8): pupils working towards Grades 7–8 can manipulate familiar vocabulary

	(<i>jugar, preferir, poder, querer</i>), near future tense, <i>tener que</i> + infinitive. • Phonics: applying phonics knowledge to spelling and dictation, cognates in Spanish, hard and soft <i>c, ch, ci, ce</i>, pronunciation in words such as <i>natación, centro, hice</i>. • Vocabulary: mobile phones and technology, internet activities, hobbies and free-time activities, sports and leisure, opinion phrases, cinema and social activities, future plans. Skills: talk about life online, revise present tense regular and irregular verbs, give and justify opinions, use expressions of frequency, discuss sports and free-time activities, use the near future tense, plan a cinema visit, read, listen, speak and write about leisure and technology. Prior/Future links: builds on KS3 opinion verbs, regular and irregular present tense verbs, stem-changing verbs, gender and number agreement, word order, infinitives, near future tense and direct object pronouns; prepares pupils to talk about what they did during a weekend and revisit the preterite tense.	introduction to using object pronouns with the near future tense. • Phonics: <i>canté, música, comí, cuatro, crimen, chico/a, escuché</i>, recognising words using the letter <i>c</i>. • Vocabulary: describing last weekend, activities in the past tense, opinions and reasons, describing a bad day, negatives and expressing reasons using <i>porque</i>. Skills: say what you did at the weekend, use the preterite tense accurately, use direct object pronouns, recognise and use three time frames, read, listen, speak and write about past experiences. Prior/Future links: builds on HT1 present and near future tenses, opinion verbs, stem-changing verbs and direct object pronouns; prepares pupils to talk about festivals, holidays and accommodation. GCSE thematic context link: free-time activities, media and technology, social activities, past experiences and personal interests.	irregular comparatives (<i>mejor/peor</i>), irregular superlatives (<i>el/la/los/las mejor(es), peor(es), mayor(es), menor(es)</i>), conditional tense (<i>me gustaría + infinitive</i>), imperfect tense, <i>soler + infinitive</i>, range of question words. • Phonics: <i>ll</i> (<i>llevan, las Fallas, orgulloso/a</i>), <i>j</i> ([x]), <i>g</i> ([ɣ]), <i>que</i> ([ke]). • Vocabulary: holiday preferences and destinations, holiday activities, festivals and culture, eating out and ordering food, accommodation, recent holidays, weather expressions. Skills: discuss travel plans, use comparatives and superlatives, use <i>se puede(n) + infinitive</i>, talk about festivals in the Spanish-speaking world, use the present, preterite, imperfect and near future tenses, say what you did on holiday, use <i>acabar de + infinitive</i>, express opinions about past experiences, describe and book accommodation, take part in role-play tasks,	(present, preterite, imperfect and near future), <i>ir a + infinitive</i>, simple future tense. • Phonics: revision and consolidation of key Spanish phonics patterns. • Vocabulary: accommodation and where you stayed, booking a room, quantities and durations, holiday routines, past holiday experiences, future holiday plans, travel and tourism vocabulary. Skills: describe where you stayed, use the imperfect tense, give positive and negative opinions, talk about holidays using different time frames, use <i>solo</i> and <i>soler</i>, apply reading strategies to work out meaning, describe accommodation, and book a room in Spanish. Prior/Future links: builds on all previous holiday and travel vocabulary and grammar; prepares pupils for describing people, talking about relationships and friendships, and giving advice using a range of tenses.	paradigm of irregular verbs <i>leer, creer, ser</i> and <i>estar</i> for descriptions and location, <i>desde hace</i> + period of time, personal <i>a</i>, reflexive verbs, verbs of opinion (<i>interesar, preocupar</i>), <i>estar</i> with feelings and emotions, <i>deberías/podrías</i> + infinitive. • Phonics: preterite pronunciation and accents. • Vocabulary: family and relationships, physical and personality descriptions, social media and role models, friendships, identity and personal values, feelings and emotions, problems and wellbeing, advice and support. Skills: describe people using the present continuous, describe a picture, use physical descriptions and <i>estar</i> for location, talk about role models and people you admire, discuss friendships and relationships, use reflexive verbs and object pronouns, talk about identity and what matters to you, give advice using modal structures, and discuss problems and wellbeing. Prior/Future links: builds on adjective agreement,	<i>infinitive</i>), direct object pronouns, present tense for describing habits, imperfect tense for childhood routines, reflexive verbs in the preterite, <i>se</i> constructions, <i>if</i> clauses, future tense and simple future tense, modal verbs. • Phonics: <i>ch</i> [tʃ], <i>rr</i> [r], <i>ce/ci</i> [θ/s], <i>ca/co/cu</i> [k]. • Vocabulary: healthy lifestyle and daily routine, sequencing expressions, healthy and unhealthy habits, diet and exercise, illnesses and injuries, childhood routines, lifestyle changes, wellbeing, mental health and self-care. Skills: describe healthy and unhealthy habits, use indefinite adjectives, talk about food and diet, use direct object pronouns, compare past and present habits, use the imperfect tense, talk about illnesses and injuries, use reflexive verbs in the preterite, give advice using <i>deber/deberías</i> and <i>hay que</i>, discuss future plans for health and wellbeing, and use <i>if</i> clauses. Prior/Future links: builds on adjective agreement, reflexive verbs, infinitive structures, the imperfect tense, direct object pronouns and multiple time frames; prepares pupils for GCSE study by combining present, past, preterite,	and grammar independently, use a range of tenses with increasing accuracy, justify opinions with developed reasons, respond to unexpected questions, and produce detailed spoken and written responses with confidence.
--	---	--	--	--	--	---	--

	GCSE thematic context link: free-time activities, media and technology, social activities, hobbies and interests.		and describe a holiday abroad. Prior/Future links: builds on opinion verbs, impersonal verbs, comparatives, superlatives, <i>acabar de + infinitive</i>, imperfect tense, preterite tense and a wider range of question words; prepares pupils to describe holidays and travel experiences using multiple time frames and GCSE-style speaking and writing tasks. GCSE thematic context link: travel and tourism, holidays, festivals and traditions, food and drink, cultural experiences and the Spanish-speaking world.	GCSE thematic context link: travel and tourism, accommodation, holidays, future travel plans and cultural experiences.	opinions in the present and past, infinitive expressions, connectives, possessive adjectives, <i>ser</i> and <i>estar</i>, reflexive verbs and time expressions; consolidates GCSE-style role play, picture description, dictation and read-aloud tasks. GCSE thematic context link: identity and culture, family and relationships, social media, role models, friendships, personal values, wellbeing and personal issues.	imperfect and future tenses with increasing independence. GCSE thematic context link: healthy living and lifestyle, food and drink, physical wellbeing, mental wellbeing, daily routine and healthy choices.	
	Assessment: • Vocabulary tests and retrieval quizzes • Grammar and phonics assessments • Translation tasks (French ↔ English) • GCSE-style reading and listening practice • Speaking role-play, photo card and conversation tasks • Extended writing tasks using multiple tenses • Mock examination questions and exam technique practice • Mid-term controlled conditions extended writing assessment with translation to French.	Assessment: • Vocabulary tests and retrieval quizzes • Grammar and phonics assessments • Translation tasks (French ↔ English) • GCSE-style reading and listening practice • Speaking role-play, photo card and conversation tasks • Extended writing tasks using multiple tenses • Mock examination questions and exam technique practice • Grade indicators 1- All skills (*Speaking only read aloud task+ follow up questions)	Assessment: • Vocabulary tests and retrieval quizzes • Grammar and phonics assessments • Translation tasks (French ↔ English) • GCSE-style reading and listening practice • Speaking role-play, photo card and conversation tasks • Extended writing tasks using multiple tenses • Mock examination questions and exam technique practice • Mid-term controlled conditions extended writing assessment with translation to French.	Assessment: Vocabulary tests and retrieval quizzes • Grammar and phonics assessments • Translation tasks (French ↔ English) • GCSE-style reading and listening practice • Speaking role-play, photo card and conversation tasks • Extended writing tasks using multiple tenses • Mock examination questions and exam technique practice • End of Module practice papers all skills (* speaking read aloud and picture description only)	Assessment: Vocabulary tests and retrieval quizzes • Grammar and phonics assessments • Translation tasks (French ↔ English) • GCSE-style reading and listening practice • Speaking role-play, photo card and conversation tasks • Extended writing tasks using multiple tenses • Mock examination questions and exam technique practice • Mid-term controlled conditions extended writing assessment with translation to French.	Assessment: • Vocabulary tests and retrieval quizzes • Grammar and phonics assessments • Translation tasks (French ↔ English) • GCSE-style reading and listening practice • Speaking role-play, photo card and conversation tasks • Extended writing tasks using multiple tenses • Mock examination questions and exam technique practice • Grade indicators 1- All skills	

Year 11	Thematic context: Studying and Future Module: A classe! Knowledge: school routine and daily life, subjects and opinions, success at school and study habits, school rules and facilities, teachers and students, school trips and activities. • Grammar: relative pronouns (<i>que, cuando, donde</i>), <i>llevar + time period + present participle</i>, relative pronoun <i>lo que</i>, conditional tense, impersonal verbs with infinitives (<i>hay que, se debe, no se permite, está prohibido</i>), negatives (<i>nada, nadie, ni...ni, ninguno, nunca, jamás, tampoco</i>), adverbs ending in -mente, adjective agreement, adjectives that shorten before masculine singular nouns (<i>buen, mal, primer, tercer, algún, ningún</i>), position of adjectives. • Phonics: ce [θ/s], ci [θ/s], rr [r], ñ [ɲ], u [u]. • Vocabulary: school routine and daily life, subjects and opinions, success at school and study habits, school rules and facilities, teachers and students, school trips and activities.	Thematic context: My neighbourhood Module: Mi barrio y yo Knowledge: • Grammar: demonstrative adjectives (<i>este, esta, estos, estas</i>), direct object pronouns, comparatives and contrasting structures, present tense, imperfect tense, preterite revision, near future tense, future tense revision, conditional revision. • Phonics: ll [ʎ/j], j [x], i [i], ia [ja], io [jo], iu [ju], cua [kwa], cue [kwe]. • Vocabulary: cities and regions, places in town, directions, shopping and consumer habits, cultural exchanges, favourite places, comparing towns and cities, opinions about where you live, past and present descriptions of places. Skills: describe cities and regions, use prepositions of place and directions, describe how a city or town has changed, compare towns and cities, discuss shopping preferences, talk about where you prefer to live,	Thematic context: Social and global issues Module: Un mundo mejor para todos Knowledge: • Grammar: present subjunctive, impersonal structures (<i>se puede, se debe, hay que</i>), affirmative and negative commands, modal verbs, future tense, conditional tense, present continuous, complex opinion structures and justification phrases. • Phonics: ll [ʎ/j], j [x], i [i], ia [ja], io [jo], iu [ju], cua [kwa], cue [kwe]. • Vocabulary: environmental issues, recycling, pollution, climate change, sustainability, actions to protect the environment, responsibilities, future environmental plans. Skills: discuss environmental problems, explain the impact of climate change, describe actions to protect the environment, discuss local and global environmental issues, express and justify opinions, suggest solutions to problems,	Thematic context: Studying and my future Module: El futuro te espera Knowledge: future plans and ambitions, careers and jobs, workplace skills, applications and employment, learning languages, technology and artificial intelligence, changes in the world of work. • Grammar: future tense, <i>seguir/continuar + present participle</i>, possessive pronouns, prepositions followed by an infinitive, <i>para, sin, antes de, después de</i>, masculine and feminine forms of nouns for jobs, modal verbs, infinitive as a noun, <i>para que + present subjunctive</i>. • Phonics: transcription of unfamiliar words, ge [xe], gi [xi], ga [ga], go [go], gue [ge], gui [gi]. • Vocabulary: future plans, hopes and ambitions, jobs and workplaces, applications and skills, careers and equal opportunities, languages and	Thematic context: Revision and exam preparation Module: Revision of all modules Knowledge: • Grammar: consolidation of all GCSE grammar structures, present, past, future and conditional tenses, complex opinions and connectives, negatives, relative pronouns, comparatives and translation accuracy. • Phonics: pronunciation on retrieval, dictation practice, liaison, nasal sounds and pronunciation fluency. • Vocabulary: retrieval of all GCSE thematic vocabulary, high-frequency phrases and exam expressions. Skills: Apply exam strategies independently across reading, listening, speaking and writing tasks, complete translation and dictation tasks accurately, develop spontaneous speaking responses, improve extended writing and practise exam timing and technique. Prior/Future links: Builds on all Year 10 and Year 11	Thematic context: Final examination preparation Module: GCSE exam practice and past papers Knowledge: • Grammar: translation accuracy, complex sentence structures, tense manipulation, spontaneous speaking structures and exam technique strategies. • Phonics: pronunciation fluency, dictation and spontaneity practice. • Vocabulary: retrieval of core GCSE vocabulary, exam expressions and high-frequency structures across all themes. Skills: Complete full GCSE past papers independently, respond confidently in speaking examinations, apply exam techniques accurately across all skills, develop confidence with spontaneous interaction and improve accuracy under timed conditions. Prior/Future links: Builds on all GCSE themes, revision activities and exam practice. Prepares pupils for final GCSE examinations and future language learning. GCSE thematic context link: all themes and exam skills.	By the end of Year 11, pupils can respond effectively to spoken and written Spanish, including more complex and extended texts, extracting information, identifying opinions and inferring meaning. Pupils can initiate and sustain detailed conversations, express and justify opinions and respond confidently to unpredictable questions using mostly accurate pronunciation and intonation. They can write effectively for different purposes using a wide range of vocabulary and increasingly complex grammatical structures with mostly accurate spelling and grammar, demonstrating performance aligned with Grades 7–9.
-----------------------	--	--	---	---	--	---	---

	Skills: talk about a typical day at school, use the relative pronouns <i>que</i>, <i>donde</i> and <i>cuando</i>, translate into English effectively, express opinions about school and teachers, use <i>lo que</i> to report opinions, talk about how you would change your school, use the conditional tense, use impersonal verbs with infinitives, form and use negatives, describe a school trip in the past, use adverbs and adjectives accurately, identify false friends, and discuss future studies. Prior/Future links: builds on superlatives, relative pronouns, <i>llevar + time period + present participle</i>, <i>lo que</i>, the conditional tense, negatives, adverbs ending in <i>-mente</i> and adjective agreement; prepares pupils to describe cities, discuss shopping preferences and talk about their local area. GCSE thematic context link: school life, education, future study, rules and responsibilities, personal aspirations and daily routine.	describe a cultural exchange, give and justify opinions, use a variety of tenses, understand and respond to spoken and written texts about local areas and culture. Prior/Future links: builds on the perfect tense, demonstrative adjectives, direct object pronouns, irregular preterite verbs, future tense and conditional structures; prepares pupils for discussing environmental issues, climate change and global responsibility. GCSE thematic context link: Home, town, neighbourhood and region; shopping; local area; cultural experiences.	give advice and instructions, talk about future plans for the planet, discuss sustainable lifestyles, understand and respond to spoken and written texts about environmental issues. Prior/Future links: builds on comparatives, future and conditional tenses, modal verbs and opinion structures; prepares pupils for discussing future aspirations, careers, technology and the future world of work. GCSE thematic context link: Social and global issues; environment; sustainability; citizenship; local and global responsibility.	communication, changes in work, technology and artificial intelligence. Skills: talk about future plans and ambitions, use <i>seguir/continuar + present participle</i>, use possessive pronouns, use prepositions followed by an infinitive, discuss jobs and careers, use masculine and feminine job titles correctly, explain the importance of learning languages, use modal verbs and a range of verb forms, discuss technology and AI, interpret percentages and statistics, use <i>para que + present subjunctive</i>, and discuss changes in the world of work. Prior/Future links: builds on future plans, <i>seguir/continuar + present participle</i>, possessive pronouns, prepositions followed by infinitives, and gender agreement; consolidates GCSE grammar and examination skills in preparation for final assessments. GCSE thematic context link: future aspirations, study and work, careers, equal opportunities, technology, communication and the future world of work.	modules, authentic text comprehension and spontaneous interaction. Prepares pupils for final GCSE examinations through retrieval, consolidation and independent exam practice. GCSE thematic context link: all themes and modules.		
--	--	--	--	--	---	--	--

	Assessment: Vocabulary tests and retrieval quizzes • Grammar and phonics assessments • Translation tasks (Spanish↔ English) • GCSE-style reading and listening practice • Speaking role-play, photo card and conversation tasks • Extended writing tasks using multiple tenses • Mock examination questions and exam technique practice Mid-term controlled conditions extended writing assessment with translation to French.	Assessment: Vocabulary tests and retrieval quizzes • Grammar and phonics assessments • Translation tasks (Spanish ↔ English) • GCSE-style reading and listening practice • Speaking role-play, photo card and conversation tasks • Extended writing tasks using multiple tenses • Mock examination questions and exam technique practice Grade indicators 1- All skills	Assessment: Vocabulary tests and retrieval quizzes • Grammar and phonics assessments • Translation tasks (Spanish ↔ English) • GCSE-style reading and listening practice • Speaking role-play, photo card and conversation tasks • Extended writing tasks using multiple tenses • Mock examination questions and exam technique practice	Assessment: Vocabulary tests and retrieval quizzes • Grammar and phonics assessments • Translation tasks (Spanish ↔ English) • GCSE-style reading and listening practice • Speaking role-play, photo card and conversation tasks • Extended writing tasks using multiple tenses • Mock examination questions and exam technique practice Grade indicators 2- All skills	Assessment: vocabulary retrieval quizzes, grammar and phonics checks, translation tasks, GCSE-style reading and listening papers, speaking role-play, photo card and conversation tasks, extended writing tasks, end of module tests and mock examination practice.	Assessment: full GCSE past papers, end of module tests, speaking mock examinations, reading and listening papers, translation tasks, extended writing tasks and final exam practice under timed conditions.	
--	--	--	--	--	--	--	--