

CURRICULUM INTENT**YEAR 7**

- To equip students with the confidence, vocabulary and necessary grammatical knowledge in the four skills to allow them to communicate, express and justify their ideas and opinions
- To reinforce students' literacy, oracy and problem-solving abilities
- To enthuse students through building a curiosity and love for learning languages
- To deepen students' understanding of different countries' people, culture, history, literature and arts

AGE EXPECTED AND WORKING IN GREATER DEPTH**YEAR 7**

	KNOWLEDGE	SKILLS	UNDERSTANDING	ASSESSMENT
	The ideas, concepts, dates, times and other details that student will be able to recall.	The ways in which a student will be expected to apply their knowledge.	The depth in which a student understands and is able to articulate their ideas.	Details of hinge assignments and topics covered by two summative assessments.
AGE EXPECTED STANDARD - YEAR 7				
	KNOWLEDGE	SKILLS	UNDERSTANDING	ASSESSMENT

STUDENTS...
study the following topics including the vocabulary, cultural and grammatical aspects of them:

1. **Myself**
2. **My Family**
3. **My Home**
4. **My School Life**
5. **My Hobbies**
6. **My Holidays**

STUDENTS...
are able to understand and manipulate the following aspects of the language:

- **Gender**
- **General rules on Adjectival Agreement**
- **Word Order**
- **The use of Articles**
- **Regular verb formations**
- **Sentence structure using Connectives**
- **Similarities and misconceptions between languages**
- **Prepositions**

STUDENTS...
practise the following four skills to prepare for the four corresponding GCSE papers:

AO1 – LISTENING: Understand and respond to different types of spoken language

- demonstrate general understanding of different types of spoken language
- understand clear standard speech
- recognise and respond to key information

AO2 – SPEAKING: Communicate and interact effectively in speech for a variety of purposes

- participate in a short conversation, asking and answering questions, and exchanging opinions
- achieve intelligible pronunciation and intonation

AO3 – READING: Understand and respond to different types of written language

- understand general detail within context
- demonstrate understanding of simple to more complex texts
- skim read to identify relevant information

AO4 – WRITING: Communicate effectively in writing for a variety of purposes

- communicate effectively through a written piece
- Write using a variety of vocabulary and tenses which refer to at least two different time frames, although these might not always be successful

STUDENTS...

- understand how to construct sentences accurately
- understand sentence structure in the TL and how it differs from English
- show good knowledge of basic grammar + structures
- communicate using relevant vocabulary
- organise writing in paragraphs
- Introduce new tenses using time phrases
- understand the social and cultural context of their learning
- define and identify cognates and semi-cognates
- extend answers by using opinions and justifications
- develop strategies to help them successfully translate from both TL to English and English to TL

HINGE ASSIGNMENT 1

‘Myself’
40 Word Writing

HINGE ASSIGNMENT 2

‘My Family’
90 Word Writing

HINGE ASSIGNMENT 3

‘My Home’
40 Word Writing

HINGE ASSIGNMENT 4

‘My School Life’
90 Word Writing

HINGE ASSIGNMENT 5

‘My Hobbies’
40 Word Writing

HINGE ASSIGNMENT 6

‘My Holidays’
90 Word Writing

SUMMATIVE ASSESSMENTS:

AUTUMN 1:

Listening + Reading

AUTUMN 2:

Listening + Reading

SPRING 1:

Listening, Reading + Speaking

SPRING 2:

Listening, Reading + Speaking

SUMMER 1:

Listening + Reading

WORKING IN GREATER DEPTH – YEAR 7

KNOWLEDGE

SKILLS

UNDERSTANDING

STUDENTS...

STUDENTS...

STUDENTS...

AO1 – Listening

	<p>are able to understand and manipulate the following additional aspects of the language:</p> <ul style="list-style-type: none"> • Grammar terminology • The third person form of verbs • Patterns in verb Conjugation • Word Families • Exceptions to the rules: adjectival agreements, verb formation + spelling 	<ul style="list-style-type: none"> • demonstrate strong understanding of a wide variety of spoken language • listen for detail and respond accordingly • AO2 – Speaking • participate in a spontaneous short conversation, asking and answering questions, and exchanging opinions – sometimes without prompting needed • achieve good pronunciation and intonation <p>AO3 – Reading</p> <ul style="list-style-type: none"> • understand detail within context • demonstrate understanding of more complex texts • skim read to identify relevant information and read for details • Overcome unknown vocabulary by relying on context and prior knowledge <p>AO4 – Writing</p> <ul style="list-style-type: none"> • communicate effectively and with fluency through a written piece • Write using a variety of vocabulary and tenses which refer to two time frames, which are largely successful 	<ul style="list-style-type: none"> • understand how to construct more complex sentences accurately • show secure knowledge of basic grammar + structures • communicate clearly using relevant vocabulary • organise writing in paragraphs using a range of connectives to improve structure • infer the meaning of new words using visual and verbal context • extend answers by using a wider range of more advanced opinions and justifications 	<p>SUMMER 2: EOY7 Test (All Skills)</p>
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CURRICULUM INTENT	YEAR 8
<ul style="list-style-type: none"> • To equip students with the confidence, vocabulary and necessary grammatical knowledge in the four skills to allow them to communicate, express and justify their ideas and opinions • To reinforce students' literacy, oracy and problem-solving abilities • To enthuse students through building a curiosity and love for learning languages • To deepen students' understanding of different countries' people, culture, history, literature and arts 	

AGE EXPECTED AND WORKING IN GREATER DEPTH				YEAR 8
	KNOWLEDGE	SKILLS	UNDERSTANDING	ASSESSMENT

	The ideas, concepts, dates, times and other details that student will be able to recall.	The ways in which a student will be expected to apply their knowledge.	The depth in which a student understands and is able to articulate their ideas.	Details of hinge assignments and topics covered by two summative assessments.
	AGE EXPECTED STANDARD - YEAR 8			
	KNOWLEDGE	SKILLS	UNDERSTANDING	ASSESSMENT

STUDENTS...
study the following topics including the vocabulary, cultural and grammatical aspects of them:

1. **My Meals**
2. **My Shopping Trip**
3. **My Hobbies**
4. **My Fitness**
5. **My House**
6. **My Revision**

STUDENTS...
are able to understand and manipulate the following aspects of the language:

- **Gender**
- **General rules on Adjectival Agreement**
- **Word Order**
- **The use of Articles**
- **Regular verb formations**
- **Irregular verb formations**
- **Sentence structure using Connectives**
- **Similarities and misconceptions between languages**
- **Prepositions**

STUDENTS...
practise the following four skills to prepare for the four corresponding GCSE papers:

AO1 – LISTENING: Understand and respond to different types of spoken language

- demonstrate general understanding of different types of spoken language
- understand clear standard speech
- recognise and respond to key information

AO2 – SPEAKING: Communicate and interact effectively in speech for a variety of purposes

- participate in a short conversation, asking and answering questions, and exchanging opinions
- achieve intelligible pronunciation and intonation

AO3 – READING: Understand and respond to different types of written language

- understand general detail within context
- demonstrate understanding of simple to more complex texts
- skim read to identify relevant information

AO4 – WRITING: Communicate effectively in writing for a variety of purposes

- communicate effectively through a written piece
- Write using a variety of vocabulary and tenses

STUDENTS...

- understand how to construct sentences accurately
- understand sentence structure in the TL and how it differs from English
- show good knowledge of basic grammar + structures
- communicate using relevant vocabulary
- organise writing in paragraphs
- Introduce new tenses using time phrases
- understand the social and cultural context of their learning
- define and identify cognates and semi-cognates
- extend answers by using opinions and justifications
- develop strategies to successfully translate from both TL to English and English to TL
- Develop strategies to describe a picture successfully

HINGE ASSIGNMENT 1

'My Meals'
40 Word Writing + Photo Description

HINGE ASSIGNMENT 2

'My Shopping Trip'
90 Word Writing

HINGE ASSIGNMENT 3

'My Hobbies'
40 Word Writing + Photo Description

HINGE ASSIGNMENT 4

'My Fitness'
90 Word Writing

HINGE ASSIGNMENT 5

'My House'
40 Word Writing + Photo Description

HINGE ASSIGNMENT 6

'My Revision'
EOY8 Test

SUMMATIVE ASSESSMENTS:

AUTUMN 1:

Listening + Reading

AUTUMN 2:

Listening + Reading

SPRING 1:

Listening, Reading + Speaking

SPRING 2:

Listening, Reading + Speaking

	<ul style="list-style-type: none"> Refer to at least two different time frames successfully (present + near future) Attempt to refer to two more (past + conditional) though these might not always be successful <p>Develop transferrable skills, relevant to further study and the world of work.</p>		<p>SUMMER 1: Listening + Reading</p> <p>SUMMER 2: EOY8 Test (All Skills)</p>
WORKING IN GREATER DEPTH – YEAR 8			
KNOWLEDGE	SKILLS	UNDERSTANDING	
<p>STUDENTS...</p> <p>are able to understand and manipulate the following additional aspects of the language:</p> <ul style="list-style-type: none"> Grammar terminology The third person form of verbs Patterns in verb Conjugation Word Families Exceptions to the rules: adjectival agreements, verb formation + spelling Object Pronouns The Conditional Tense Infinitive clauses If clauses Adverbs + Adverbial Structures 	<p>STUDENTS...</p> <p><u>AO1 – Listening</u></p> <ul style="list-style-type: none"> demonstrate strong understanding of a wide variety of spoken language listen for detail and respond accordingly <p><u>AO2 – Speaking</u></p> <ul style="list-style-type: none"> participate in a spontaneous short conversation, asking and answering questions, and exchanging opinions – sometimes without prompting needed achieve good pronunciation and intonation <p><u>AO3 – Reading</u></p> <ul style="list-style-type: none"> understand detail within context demonstrate understanding of more complex texts skim read to identify relevant information and read for details Overcome unknown vocabulary by relying on context and prior knowledge <p><u>AO4 – Writing</u></p> <ul style="list-style-type: none"> communicate effectively and with fluency through a written piece 	<p>STUDENTS...</p> <ul style="list-style-type: none"> understand how to construct more complex sentences accurately show secure knowledge of basic grammar + structures communicate clearly and fluently using a variety of relevant vocabulary organise writing in paragraphs using a range of connectives to improve structure infer the meaning of new words using visual and verbal context <p>extend answers by using a wider range of more advanced opinions and justifications</p> <ul style="list-style-type: none"> Complete further research at home into cultural aspects of the language to aid understanding Understand how to manipulate language that is given in the question 	

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| | | <ul style="list-style-type: none">• write using a variety of vocabulary and tenses which refer to two time frames, which are largely successful• can understand and explain the rationale behind their answers• identify language patterns and use these to help them work out the meanings of unknown words• can extend their writing through the use of connectives and conjunctions• can work independently and without support on more extended reading and listening tasks | | |
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CURRICULUM INTENT**YEAR 9**

- To equip students with the confidence, vocabulary and necessary grammatical knowledge in the four skills to allow them to communicate, express and justify their ideas and opinions
- To reinforce students' literacy, oracy and problem-solving abilities
- To enthuse students through building a curiosity and love for learning languages
- To deepen students' understanding of different countries' people, culture, history, literature and arts

AGE EXPECTED AND WORKING IN GREATER DEPTH**YEAR 9**

	KNOWLEDGE	SKILLS	UNDERSTANDING	ASSESSMENT
	The ideas, concepts, dates, times and other details that student will be able to recall.	The ways in which a student will be expected to apply their knowledge.	The depth in which a student understands and is able to articulate their ideas.	Details of hinge assignments and topics covered by two summative assessments.
AGE EXPECTED STANDARD - YEAR 9				
	KNOWLEDGE	SKILLS	UNDERSTANDING	ASSESSMENT

STUDENTS...
study the following topics including the vocabulary, cultural and grammatical aspects of them:

1. **Me, my Family + Friends**
2. **Home, Neighborhood + Region**
3. **School Life**
4. **My Studies**
5. **Customs + Festivals**
6. **Just my luck! (Free time problems)**

STUDENTS...
are able to understand and manipulate the following aspects of the language:

- **Gender**
- **General rules on Adjectival Agreement**
- **Word Order**
- **The use of Articles**
- **Regular verb formations**
- **Irregular verb formations**
- **Sentence structure using Connectives**
- **Similarities and misconceptions between languages**
- **Prepositions**
- **Comparisons**
- **If Clauses**

STUDENTS...
practise the following four skills to prepare for the four corresponding GCSE papers:

AO1 – LISTENING: Understand and respond to different types of spoken language

- demonstrate general understanding of different types of spoken language
- understand clear standard speech
- recognise and respond to key information

AO2 – SPEAKING: Communicate and interact effectively in speech for a variety of purposes

- participate in a short conversation, asking and answering questions, and exchanging opinions
- achieve intelligible pronunciation and intonation

AO3 – READING: Understand and respond to different types of written language

- understand general detail within context
- demonstrate understanding of simple to more complex texts
- skim read to identify relevant information

AO4 – WRITING: Communicate effectively in writing for a variety of purposes

- communicate effectively through a written piece
- Write using a variety of vocabulary and tenses

STUDENTS...

- understand how to construct sentences accurately
- understand sentence structure in the TL and how it differs from English
- show good knowledge of basic grammar + structures
- communicate using relevant vocabulary
- organise writing in paragraphs
- Introduce new tenses using time phrases
- understand the social and cultural context of their learning
- define and identify cognates and semi-cognates
- extend answers by using opinions and justifications
- develop strategies to successfully translate from both TL to English and English to TL
- Develop strategies to describe a picture successfully

HINGE ASSIGNMENT 1

‘Me, My Family + Friends’
Photo Description, 40 Word Writing + Sentence Translations

HINGE ASSIGNMENT 2

‘Home, Neighbourhood + Region’
90 Word Writing

HINGE ASSIGNMENT 3

‘School Life’
Photo Description, 40 Word Writing + Sentence Translations

HINGE ASSIGNMENT 4

‘My Studies’
90 Word Writing

HINGE ASSIGNMENT 5

‘Customs + Festivals’
90 Word Q + Higher Translation

HINGE ASSIGNMENT 6

GCSE Foundation Writing Paper

SUMMATIVE ASSESSMENTS:

AUTUMN 1:

Listening + Reading GCSE Style Tasks

AUTUMN 2:

Listening + Reading GCSE Style Tasks

SPRING 1:

Listening + Reading GCSE Style Tasks

	<ul style="list-style-type: none"> Refer to at least three different time frames successfully (past, present + near future) Attempt to refer to one more (conditional) though this might not always be successful <p>Develop transferrable skills, relevant to further study and the world of work.</p>		<p>SPRING 2: Listening + Reading GCSE Style Tasks</p> <p>SUMMER 1: Listening + Reading + Speaking GCSE Style Tasks</p> <p>SUMMER 2: Listening + Reading + Speaking GCSE Style Tasks</p>
WORKING IN GREATER DEPTH – YEAR 9			
KNOWLEDGE	SKILLS	UNDERSTANDING	
<p>STUDENTS...</p> <p>are able to understand and manipulate the following additional aspects of the language:</p> <ul style="list-style-type: none"> Grammar terminology The third person form of verbs Patterns in verb Conjugation Word Families Exceptions to the rules: adjectival agreements, verb formation + spelling Object Pronouns The Conditional Tense Infinitive clauses If clauses Adverbs + Adverbial Structures Comparisons Superlatives If + When Clauses 	<p>STUDENTS...</p> <p><u>AO1 – Listening</u></p> <ul style="list-style-type: none"> demonstrate strong understanding of a wide variety of spoken language listen for detail and respond accordingly <p><u>AO2 – Speaking</u></p> <ul style="list-style-type: none"> participate in a spontaneous short conversation, asking and answering questions, and exchanging opinions – sometimes without prompting needed achieve good pronunciation and intonation <p><u>AO3 – Reading</u></p> <ul style="list-style-type: none"> understand detail within context demonstrate understanding of more complex texts skim read to identify relevant information and read for details Overcome unknown vocabulary by relying on context and prior knowledge <p><u>AO4 – Writing</u></p> <ul style="list-style-type: none"> communicate effectively and with fluency through a written piece 	<p>STUDENTS...</p> <ul style="list-style-type: none"> understand how to construct more complex sentences accurately show secure knowledge of basic grammar + structures communicate clearly and fluently using a variety of relevant vocabulary organise writing in paragraphs using a range of connectives to improve structure infer the meaning of new words using visual and verbal context <p>extend answers by using a wider range of more advanced opinions and justifications</p> <ul style="list-style-type: none"> Complete further research at home into cultural aspects of the language to aid understanding Understand how to manipulate language that is given in the question 	

		<ul style="list-style-type: none"> • write using a variety of vocabulary and tenses which refer to four time frames, which are largely successful • understand and explain the rationale behind their answers • identify language patterns and use these to help them work out the meanings of unknown words • extend their writing through the use of connectives and conjunctions • work independently and without support on more extended reading and listening tasks 		
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CURRICULUM INTENT		YEAR 10+11
<ul style="list-style-type: none"> • To equip students with the confidence, vocabulary and necessary grammatical knowledge in the four skills to allow them to communicate, express and justify their ideas and opinions • To reinforce students' literacy, oracy and problem-solving abilities • To enthuse students through building a curiosity and love for learning languages • To deepen students' understanding of different countries' people, culture, history, literature and arts 		

AGE EXPECTED AND WORKING IN GREATER DEPTH				YEAR 10+11
	KNOWLEDGE	SKILLS	UNDERSTANDING	ASSESSMENT
	The ideas, concepts, dates, times and other details that student will be able to recall.	The ways in which a student will be expected to apply their knowledge.	The depth in which a student understands and is able to articulate their ideas.	Details of hinge assignments and topics covered by two summative assessments.
AGE EXPECTED STANDARD - YEAR 10+11				
	KNOWLEDGE	SKILLS	UNDERSTANDING	ASSESSMENT

STUDENTS...

study the following topics including the vocabulary, cultural and grammatical aspects of them:

Year 10

1. Holidays
2. City Life
3. Y9 Recap
4. Technology
5. Diet + Health
6. Helping Out

Year 11:

1. Future Plans + Ambitions
2. Helping the Planet

STUDENTS...

are able to understand and manipulate the following aspects of the language:

- Nouns
- Articles
- Adjectives
- Adverbs
- Quantifiers
- Pronouns
- Verbs
- Present Tense
- Perfect Tense
- Imperfect Tense
- Immediate Future
- Future Tense
- Conditional Tense
- Prepositions
- Conjunctions
- Number, Quantity, Date + Time

STUDENTS...

practise the following four skills to prepare for the four corresponding GCSE papers:

AO1 – LISTENING: Understand and respond to different types of spoken language

- demonstrate general and specific understanding of different types of spoken language
- follow and understand clear standard speech using familiar language across a range of specified contexts
- identify the overall message, key points, details and opinions in a variety of short and longer spoken passages, involving some more complex language,
- recognise the relationship between past, present and future events
- deduce meaning from a variety of short and longer spoken texts, involving some complex language and more abstract material, including short narratives and authentic material addressing a wide range of contemporary and cultural themes
- recognise and respond to key information, important themes and ideas in more extended spoken text, including authentic sources, adapted

STUDENTS...

- know how to communicate with native speakers in speech and writing, conveying what they want to say with increasing accuracy
- express and develop pre-learnt thoughts and ideas and sometimes spontaneously
- listen to and understand clearly articulated, standard speech at near normal speed
- deepen their knowledge about how language works
- widen their vocabulary to increase their independent use and understanding of language in a range of contexts
- acquire new knowledge, skills and ways of thinking
- understand and respond to authentic spoken and written material, including literary texts
- develop awareness and understanding of the culture and identity of the countries and communities where TL is spoken
- make appropriate links to other areas of the curriculum to

Year 10

HINGE ASSESSMENTS:

HINGE ASSIGNMENT 1
'Holidays'
Foundation Writing Paper

HINGE ASSIGNMENT 2
'City Life'
150 Word Writing + Paragraph Translation

HINGE ASSIGNMENT 3
Tiered Written Paper

HINGE ASSIGNMENT 4
GCSE Style Speaking Paper

HINGE ASSIGNMENT 5
Tiered Written Paper

HINGE ASSIGNMENT 6
GCSE Style Speaking Paper

SUMMATIVE ASSESSMENTS:

AUTUMN 1:
Listening GCSE Tasks

AUTUMN 2:
Reading GCSE Tasks

SPRING 1:
Listening GCSE Tasks

SPRING 2:
Reading GCSE Tasks

and abridged, as appropriate, by being able to answer questions, extract information, evaluate and draw conclusions.

AO2 – SPEAKING: Communicate and interact effectively in speech for a variety of purposes

- communicate and interact effectively in speech for a variety of purposes across a range of specified contexts
- take part in a short conversation, asking and answering questions, and exchanging opinions
- convey information and narrate events coherently and confidently, using and adapting language for new purposes
- speak spontaneously, responding to unexpected questions, points of view or situations, sustaining communication by using rephrasing or repair strategies, as appropriate
- initiate and develop conversations and discussion, producing extended sequences of speech
- make appropriate and accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, with

enable bilingual and deeper learning

- develop language learning skills both for immediate use and prepare them for further language study in school, higher education or employment
- develop language strategies, including repair strategies

SUMMER 1:
Listening GCSE Tasks

SUMMER 2:
Reading GCSE Tasks

Year 11

HINGE ASSIGNMENT 1
Round of GCSE Past Papers (Internal)

HINGE ASSIGNMENT 2
Round of GCSE Past Papers

reference to past, present and future events

- make creative and more complex use of the language, as appropriate, to express and justify their own thoughts and points of view
- use accurate pronunciation and intonation to be understood by a native speaker

AO3 – READING: Understand and respond to different types of written language

- understand and respond to different types of written language
- understand general and specific details within texts using high frequency familiar language across a range of contexts
- identify the overall message, key points, details and opinions in a variety of short and longer written passages, involving some more complex language and recognising the relationship between past, present and future events
- deduce meaning from a variety of short and longer written texts from a range of specified contexts, including authentic sources involving some complex language and unfamiliar

material, as well as short narratives and authentic material addressing relevant contemporary and cultural themes

- recognise and respond to key information, important themes and ideas in more extended written text and authentic sources, including some extracts from relevant abridged or adapted literary texts
- demonstrate understanding by being able to scan for particular information, organise and present relevant details, draw inferences in context and recognise implicit meaning where appropriate
- translate a short passage from French into English

AO4 – WRITING: Communicate effectively in writing for a variety of purposes

- communicate effectively in writing for a variety of purposes across a range of specified contexts
- write short texts, using simple sentences and familiar language accurately to convey meaning and exchange information
- produce clear and coherent text of extended length to present facts and

		<p>express ideas and opinions appropriately for different purposes and in different settings</p> <ul style="list-style-type: none"> • make accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, to describe and narrate with reference to past, present and future events • use a variety of structures and vocabulary with increasing accuracy and fluency for new purposes, including using appropriate style and register • translate sentences from English into TL to convey key messages accurately and to apply grammatical knowledge of language and structures in context <p>Develop transferrable skills, relevant to further study and the world of work.</p>			
WORKING IN GREATER DEPTH – YEAR 10+11					
KNOWLEDGE		SKILLS	UNDERSTANDING		
<p>STUDENTS...</p> <p>are able to understand and manipulate the following additional aspects of the language:</p> <ul style="list-style-type: none"> • Grammar terminology • Pluperfect Tense • Passive Voice • Perfect Infinitive 		<p>STUDENTS...</p> <p><u>AO1 – Listening</u> In addition to the above, at Higher Tier students will hear more extended spoken text where they will recognise and respond to key information, themes and ideas by answering questions, extracting information and evaluating and drawing conclusions.</p>	<p>STUDENTS...</p> <ul style="list-style-type: none"> • know how to communicate confidently and coherently with native speakers in speech and writing, conveying what they want to say with accuracy 		

<ul style="list-style-type: none"> • Present Participle • Gerund • Subjunctive Mood • Imperative Mood • Object/Direct/Indirect Pronouns • Demonstrative Pronouns • Possessive Pronouns • Superlative 	<p><u>AO2 – Speaking</u> In addition to the above, students will be expected to take part in a conversation asking and answering questions and exchanging opinions for a longer period of time in further depth. They will be expected to initiate and develop conversations and discussions to produce extended sequences of speech. They will show more creative and complex use of language to express and justify their own thoughts and viewpoints.</p> <p><u>AO3 – Reading</u> Higher Tier students will be presented with longer texts where they will be required to recognise and respond to key information, themes and ideas. They will demonstrate understanding by being able to scan for particular information, organise and present relevant details. They will draw inferences and recognise implicit meaning.</p> <p><u>AO4 – Writing</u></p> <ul style="list-style-type: none"> • manipulate the language, using and adapting a variety of structures and vocabulary with increasing accuracy and fluency for new purposes, including using appropriate style and register • make independent, creative and more complex use of the language, as appropriate, to note down key points, express and justify individual 	<ul style="list-style-type: none"> • express and develop thoughts and ideas spontaneously and fluently • deepen their knowledge about how language works • enrich their vocabulary to increase their independent use and understanding of extended language in a range of contexts • use language as a medium for constructing and applying knowledge 	
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		<p>thoughts and points of view, in order to interest, inform or convince</p> <ul style="list-style-type: none">• translate short texts from English into TL to convey key messages accurately and to apply grammatical knowledge of language and structures in context		
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