



## **Core Aim**

Our core aim is to support our students in their pursuit of knowledge and wisdom, allowing them to flourish as lifelong learners seeking to love God and serve the community.

## **Curriculum Vision**

Regardless of prior attainment or circumstances, all students at St Peter's have equal access to a broad curriculum that is knowledge-rich, inclusive and ambitious. Our curriculum will give students the knowledge, skills and experiences to gain qualifications and the social and cultural capital necessary to flourish both individually and in society. Our curriculum should be a joyful experience for students stimulating a life-long love of learning.

## **Curriculum Plans & Progress Ladders**

This document provides an overview of the topics students will study in each curriculum area, along with information on how their progress will be assessed. In Key Stage 3, each department has set the expected standards for students to achieve by the end of the year or the Key Stage. These standards are detailed as progress ladders, explaining what students should have secured at each step and what they can do to further progress. These are broad statements written to summarise the knowledge and skills a student will have acquired at each stage of their learning. Students will be assessed regularly during their learning and departments may use more specific criteria when designing assessments. This document should be read alongside your child's progress report to help you understand their current level of attainment in each subject.



*At St Peter's we believe that a broad and balanced curriculum with a strong academic core is a right for all pupils. We seek to encourage pupils to explore subjects of interest around their in-school learning and to enhance their curriculum experience through enrichment.*

<b>Autumn 1</b>		<b>Autumn 2</b>	
<b>Unit of Work/Big Question</b>		<b>Unit of Work/Big Question</b>	
<b>MI TOWN – MI CIUDAD</b> <ul style="list-style-type: none"> <li>Can you describe what is in your town and what you can do in your town?</li> </ul>		<b>MY HOLIDAYS – MIS VACACIONES</b> <ul style="list-style-type: none"> <li>What did you do on a past holiday?</li> </ul>	
<b>Knowledge</b>		<b>Knowledge</b>	
<ul style="list-style-type: none"> <li>Describing your town or village</li> <li>Using 'a', 'some' and 'many' in Spanish</li> <li>Telling the time</li> <li>Using the verb ir (to go)</li> <li>Ordering in a café</li> <li>Using the verb querer (to want)</li> <li>Saying what you are going to do at the weekend</li> <li>Using the near future tense</li> <li>Understanding people describing their town</li> <li>Listening for detail</li> </ul>		<ul style="list-style-type: none"> <li>Talking about a past holiday</li> <li>Using the preterite of ir</li> <li>Saying what you did on holiday</li> <li>Using the preterite of regular <i>-ar</i> verbs</li> <li>Describing the last day on holiday</li> <li>Using the preterite of <i>-er</i> and <i>-ir</i> verbs</li> <li>Saying what your holiday was like</li> <li>Using the preterite of ser</li> <li>Giving a presentation about your holiday</li> <li>Making your sentences interesting</li> <li>Using the present and the preterite together</li> <li>Describing an amazing holiday</li> </ul>	
<b>Skills &amp; Procedural Knowledge</b>		<b>Skills &amp; Procedural Knowledge</b>	
<b>L I S T E N I N G</b>	<ul style="list-style-type: none"> <li>Understand statements about buildings in a town that use the words for 'a', 'some' and 'many'</li> <li>Identify details about which buildings are or are not in a town</li> <li>Listen to a Spanish song about a town</li> <li>Listen to check answers</li> <li>Match pictures to statements about what time it is</li> <li>Understand statements about activities in town</li> <li>Listen to check answers</li> <li>Identify incorrect information in notes</li> <li>Understand a dialogue about ordering in a café</li> <li>Understand a text using verbs in the near future tense</li> <li>Identify details from people talking about activities in the near future tense</li> <li>Listen for the word no in short sentences</li> <li>Listen for the word no in a longer text</li> <li>Listen for positive and negative opinions</li> <li>Avoid distractors</li> <li>Listen to who says what</li> <li>Listen for detail</li> </ul>	<b>L I S T E N I N G</b>	<ul style="list-style-type: none"> <li>Listen to a dialogue about holidays</li> <li>Match audio to photos</li> <li>Discern whether opinions on holidays are positive or negative</li> <li>Listen to dialogues about holiday activities and check answers to a previous exercise</li> <li>Listen to and understand two descriptions of what people did and didn't do on holiday</li> <li>Listen to descriptions of the last day of holidays</li> <li>Match descriptions to photos/pictures</li> <li>Listen to people describe how their holidays were</li> <li>Match descriptions to words/symbols/images</li> <li>Listen to and sing along with a song describing a holiday</li> <li>Listen to an account of a holiday in Mexico</li> </ul>

<p>S P E A K I N G</p>	<ul style="list-style-type: none"> <li>Describe what is and isn't in a town</li> <li>Practise telling the time</li> <li>Deliver a presentation about the perfect Saturday</li> <li>Ask and answer questions about food and prices</li> <li>Practise ordering in a café using a board game</li> <li>Create dialogues talking about activities in the near future tense</li> <li>Practise the near future tense using a game of battleships</li> </ul>	<p>S P E A K I N G</p>	<ul style="list-style-type: none"> <li>Play a guessing game in pairs</li> <li>Practice speaking about activities with a noughts and crosses game</li> <li>Ask and answer the question ¿Qué hiciste en tus vacaciones de verano?</li> <li>Play a memory game on the lines of 'I went to market..'</li> <li>Create dialogues expressing positive and negative opinions</li> <li>Rehearse, deliver and give feedback on a presentation about summer holidays</li> <li>Prepare two presentations about summer holidays</li> </ul>
<p>R E A D I N G</p>	<ul style="list-style-type: none"> <li>Identify details from short texts about buildings in towns</li> <li>Match sentences to pictures</li> <li>Identify details from a text about activities in town</li> <li>Match words to pictures</li> <li>Identify examples of the near future tense</li> <li>Identify new words in a text</li> </ul>	<p>R E A D I N G</p>	<ul style="list-style-type: none"> <li>Read four short texts describing holidays, and match the pictures to the details in each text</li> <li>Match a list of sentences about holiday activities to the corresponding photos</li> <li>Read two texts in which contrasting characters describe what they did on holiday</li> <li>Read and understand texts where fictional characters describe the last day of their holidays</li> <li>Find the Spanish equivalent of given English phrases</li> <li>Read and understand a series of 'tweets'</li> <li>Read and complete the gapped text of a song about a disastrous holiday</li> <li>Read an account of a holiday in Mexico and match the text with photos</li> <li>Read an extended text about summer holidays and identify the different verb tenses</li> <li>Answer questions about the texts in English</li> <li>Read stories written by other pupils and check the verbs</li> </ul>
<p>W R I T I N G</p>	<ul style="list-style-type: none"> <li>Write a description of what's in their own town or village</li> <li>Write a presentation about the perfect Saturday</li> <li>Write a dialogue about ordering in a café</li> <li>Write a paragraph using the near future tense and sequencers</li> <li>Translate sentences into English</li> <li>Write positive and negative opinion phrases</li> <li>Write a multiple-choice question</li> </ul>	<p>W R I T I N G</p>	<ul style="list-style-type: none"> <li>Write sets of sentences describing holidays</li> <li>Invent an interview with a celebrity about a summer holiday</li> <li>Write a description of holiday activities</li> <li>Decode and translate sentences in mirror writing</li> <li>Write an account of fictional character's last day on holiday</li> <li>Write a song about a positive holiday experience</li> <li>Use techniques from the skills feature to improve sentences</li> <li>Brainstorm ideas and prepare a mind-map for a presentation about summer holidays</li> <li>Create a story about an amazing holiday</li> </ul>
<p>G R A M M A R</p>	<ul style="list-style-type: none"> <li>un/una, unos/unas and muchos/muchas</li> <li>ir – to go (present tense)</li> <li>stem-changing verb querer</li> <li>the near future tense (voy, vas, va, etc. + infinitive)</li> </ul>	<p>G R A M M A R</p>	<ul style="list-style-type: none"> <li>preterite of <i>ir</i> (full paradigm)</li> <li>preterite of regular -ar verbs (full paradigm)</li> <li>preterite of <i>sacar</i>: spelling change <i>saqué</i></li> <li>preterite + <i>no</i></li> <li>preterite of regular -er and -ir verbs (full paradigm)</li> <li>preterite of <i>ver</i>: <i>vi</i></li> <li>preterite of <i>ser</i></li> <li>distinguishing between present and preterite verb forms</li> <li>'we' form of -ar verbs in present/preterite</li> </ul>
<p style="text-align: center;">Key Assessment Task (KAT)</p>		<p style="text-align: center;">Key Assessment Task (KAT)</p>	
<p>Listening and reading assessment</p>		<p>Speaking assessment</p>	

Spring 1		Spring 2	
Unit of Work/Big Question		Unit of Work/Big Question	
<b>MY LIFE – MI VIDA (Viva 2 – module 2)</b> <ul style="list-style-type: none"> <li>What do you do in your free time?</li> </ul>		<b>FOOD - ¡A COMER! (Viva 2 – module 3)</b> <ul style="list-style-type: none"> <li>What do you like to eat?</li> </ul>	
Knowledge		Knowledge	
<ul style="list-style-type: none"> <li>Saying what you use your phone for</li> <li>Revising the present tense</li> <li>Saying what type of music you like</li> <li>Giving a range of opinions</li> <li>Talking about TV</li> <li>Using the comparative</li> <li>Saying what you did yesterday</li> <li>Using the present and the preterite</li> <li>Understanding a TV guide</li> <li>Tackling an authentic text</li> <li>Learning about young peoples' lives</li> <li>Using two tenses in the 'he/she' form</li> </ul>		<ul style="list-style-type: none"> <li>Saying what food you like</li> <li>Using a wider range of opinions</li> <li>Describing mealtimes</li> <li>Using negatives</li> <li>Ordering a meal</li> <li>Using <i>usted / ustedes</i></li> <li>Discussing what to buy for a party</li> <li>Using the near future</li> <li>Giving an account of a party</li> <li>Using three tenses together</li> <li>Using coping strategies when speaking</li> <li>Responding to what people say</li> </ul>	
Skills & Procedural Knowledge		Skills & Procedural Knowledge	
L I S T E N I N G	<ul style="list-style-type: none"> <li>Listen to a list of things people do on a mobile phone and check answers to exercise 1</li> <li>Listen to and understand five people talk about how often they use their mobile Listen to teenagers answering the questions <i>¿Qué tipo de música (no) te gusta?</i> and <i>¿Qué tipo de música escuchas?</i></li> <li>Listen to a short dialogue about a singer and complete the gapped text</li> <li>Listen to and understand a list of TV programme types</li> <li>Listen to people talk about what TV programmes they like and dislike</li> <li>Listen to two teenagers working through the questionnaire that features comparative adjectives</li> <li>Listen to a dialogue in which a boy and girl answer the question <i>¿Qué hiciste ayer?</i></li> <li>Listen to a song and fill the gapped transcript with given words</li> <li>Sing along with the song</li> <li>Listen to and understand extended texts in the third person about two teenagers living in Lima and Seville</li> <li>Listen to and understand a text about a young tennis player</li> </ul>	L I S T E N I N G	<ul style="list-style-type: none"> <li>Listen to people say what they like and don't like to eat and drink, and match audio to photos</li> <li>Listen to and understand four speakers answering the questions <i>¿Qué (no) te gusta comer o beber?</i></li> <li>Listen to and understand a list of food items</li> <li>Listen to and understand people discuss mealtimes and food preferences</li> <li>Use audio to fill gaps in a transcript</li> <li>Read and understand a dialogue in a restaurant</li> <li>Match text to photos</li> <li>Read and understand forum posts about restaurant experiences</li> <li>Listen to people discuss party preparations using the near future tense</li> <li>Match audio to pictures</li> <li>Follow two people's work through a multiple-choice questionnaire on the theme of Mexican food</li> <li>Listen to a text about weekend activities that uses various tenses</li> <li>Listen to and understand a girl talking about parties</li> <li>Listen to and understand people talking about breakfast preferences</li> <li>Listen to people at a party, focusing on phrases for situations when you can't understand what someone says</li> <li>Listen to a variety of statements and give reactions to a partner</li> </ul>
	S P E A K I N G		<ul style="list-style-type: none"> <li>Play battleships using frequency expressions</li> <li>Read aloud a time capsule message</li> <li>Carry out a survey of ten people in the class to find out what music they like and dislike</li> <li>Create four dialogues about singers</li> <li>Play a memory game involving TV programme types</li> <li>Compare answers to a questionnaire that features comparative adjectives</li> <li>Create two dialogues involving time expressions</li> <li>Choose six TV programmes from a TV guide and discuss what types of programme they are</li> <li>Prepare and deliver a presentation about a Spanish teenager</li> </ul>

<p style="text-align: center;">R E A D I N G</p>	<ul style="list-style-type: none"> <li>• Match a list of sentences about mobile phone use to English translations</li> <li>• Read and understand a short text about mobile phone and computer use</li> <li>• Read four texts about singers/groups and find in the texts the Spanish equivalents of given English sentences</li> <li>• Match photos of TV programmes to the corresponding programme type</li> <li>• Read a multiple-choice questionnaire that features comparative adjectives</li> <li>• Read two cartoon strips in which a boy and girl answer the question</li> <li>• Find the Spanish equivalents of listed English sentences</li> <li>• Read and understand a series of chatroom posts</li> <li>• Read and understand a TV guide</li> <li>• Find the Spanish equivalents of listed English expressions</li> <li>• Answer multiple choice questions about the TV guide</li> <li>• Work out the meaning of unfamiliar words</li> <li>• Read extended texts in the third person about two teenagers living in Lima and Seville and find details to complete their profiles</li> </ul>	<p style="text-align: center;">R E A D I N G</p>	<ul style="list-style-type: none"> <li>• Read texts in which animals describe what they like to eat, and match text to photos</li> <li>• Identify food and drink items from photos</li> <li>• Read and understand texts describing different eating habits</li> <li>• Read and understand a dialogue in a restaurant</li> <li>• Match text to photos</li> <li>• Read and understand forum posts about restaurant experiences</li> <li>• Read and understand an invitation to a Mexican-themed party</li> <li>• Match common 'filler' expressions to their English equivalents</li> <li>• Match listed questions and statements with an appropriate reaction</li> </ul>
<p style="text-align: center;">W R I T I N G</p>	<ul style="list-style-type: none"> <li>• Write a message about mobile phone use for a time capsule</li> <li>• Complete sentences about music preferences</li> <li>• Write a short text about music preferences</li> <li>• Write a chatroom post giving their opinion on various types of TV programme</li> <li>• Write a comic strip contrasting what they normally do with what happened yesterday – an unusual day</li> <li>• Translate six sentences from the texts into English</li> <li>• Write a paragraph about a Spanish teenager</li> </ul>	<p style="text-align: center;">W R I T I N G</p>	<ul style="list-style-type: none"> <li>• Write an imagined dialogue between two animals about food preferences Write creatively about a celebrity's eating habits</li> <li>• Write about an ideal meal</li> <li>• Choose a theme for a party and write a creative invitation</li> <li>• Write a text about a theme party</li> </ul>
<p style="text-align: center;">G R A M M A R</p>	<ul style="list-style-type: none"> <li>• 'present tense of regular <i>-ar, -ir, -er</i> verbs, full paradigm (revision)</li> <li>• present tense of stem-changing verbs (revision)</li> <li>• <i>Me gusta</i> + the definite article</li> <li>• agreement of adjectives</li> <li>• comparison of adjectives: <i>más... que...</i></li> <li>• agreement of indefinite article</li> <li>• preterite of <i>hacer</i> (full paradigm)</li> <li>• using the present and the preterite together</li> <li>• third person singular of present tense and preterite, regular / irregular verbs</li> </ul>	<p style="text-align: center;">G R A M M A R</p>	<ul style="list-style-type: none"> <li>• <i>el agua</i> (feminine)</li> <li>• <i>Me gusta(n)</i> + definite article</li> <li>• negatives: <i>no, nunca, no... nada</i></li> <li>• familiar/polite 'you': <i>tú / usted / ustedes</i></li> <li>• using the present and the preterite together</li> <li>• near future tense (full paradigm)</li> <li>• near future tense (full paradigm)</li> </ul>
<p>Key Assessment Task (KAT)</p>		<p>Key Assessment Task (KAT)</p>	
<p>Listening and reading assessment</p>		<p>Listening and reading assessment</p>	

Summer 1		Summer 2	
Unit of Work/Big Question		Unit of Work/Big Question	
<b>GOING OUT – DE FIESTA</b> Where would you like to go out?		<b>LET'S TALK ABOUT THE SUMMER – OPERACIÓN VERANO</b> <ul style="list-style-type: none"> <li>Where are you going on holiday?</li> </ul>	
Knowledge		Knowledge	
<ul style="list-style-type: none"> <li>Arranging to go out</li> <li>Using <i>me gustaría</i> + infinitive</li> <li>Making excuses</li> <li>Using <i>querer</i> and <i>poder</i></li> <li>Saying what other people look like</li> <li>Using verbs in the third person</li> <li>Talking about clothes</li> <li>Saying 'this/these'</li> <li>Talking about sporting events</li> <li>Using three tenses</li> <li>Describing a fancy dress outfit</li> <li>Using a dictionary</li> </ul>		<ul style="list-style-type: none"> <li>Describing a holiday home</li> <li>Discovering more about the comparative</li> <li>Describing holiday activities</li> <li>Using the superlative</li> <li>Asking for directions</li> <li>Using the imperative</li> <li>Talking about summer camps</li> <li>Learning more about using three tenses</li> <li>Describing a world trip</li> <li>Tackling challenging listening</li> </ul>	
Skills & Procedural Knowledge		Skills & Procedural Knowledge	
LISTENING	<ul style="list-style-type: none"> <li>Listen to and understand people discussing where to go, at what time and where to meet</li> <li>Listen to people answering the question <i>¿Quieres salir?</i> and match audio to photos</li> <li>Listen to and understand conversations in which people say why they can't go out</li> <li>Listen to an audio featuring reflexive verbs</li> <li>Listen to and understand a song about getting ready to go out</li> <li>Listen to and understand answers to the question <i>¿Qué llevas normalmente los fines de semana?</i></li> <li>Match answers photos</li> <li>Listen to and understand discussions about weekend activities and dress</li> <li>Listen to a football fan talk using the present, the preterite and the near future</li> <li>Listen to people talk about sporting events, focusing on tenses</li> </ul>	LISTENING	<ul style="list-style-type: none"> <li>Listen to speakers describing holiday home / apartment preferences</li> <li>Listen to and understand people answering the question <i>¿Qué se puede hacer en Mallorca?</i></li> <li>Listen to a tourist information text about Majorca</li> <li>Match audio to photos</li> <li>Listen to and understand two teenagers discussing what they are going to do during a week in Majorca</li> <li>Listen to and understand people being given directions</li> <li>Match audio to photos</li> <li>Listen to a song about being lost</li> <li>Listen and understand to teenagers discussing summer camps</li> <li>Listen to an account of a summer camp</li> <li>Listen to and understand accounts of travels and holidays in various Hispanophone regions</li> </ul>
	<ul style="list-style-type: none"> <li>Play noughts and crosses using given pictures</li> <li>Create dialogues about places to go</li> <li>Practise giving excuses not to go out</li> <li>Making as long a sentence as possible by using sequencers to combine phrases using reflexive verbs</li> <li>Present a text about a celebrity getting ready for a party</li> <li>Carry out a survey about what people normally wear at the weekend</li> <li>Ask and answer questions about going out and choice of clothes</li> <li>Prepare a presentation</li> </ul>		<ul style="list-style-type: none"> <li>Build up descriptions of houses</li> <li>Make dialogues based on a given example</li> <li>Create short dialogues about what one can do in two holiday resorts</li> <li>Play a game involving asking for and giving directions</li> <li>Ask for and give directions using the simple town plan provided</li> <li>Carry out a survey of summer camp preferences</li> <li>Give a presentation about an imaginary visit to a summer camp</li> </ul>
SPELLING		SPELLING	

R E A D I N G	<ul style="list-style-type: none"> <li>• Match answers to the question <i>¿Dónde quedamos?</i> to photos and translate</li> <li>• Read a chatroom dialogue in which two friends make arrangements to go out</li> <li>• Read and understand text messages asking <i>¿Te gustaría...?</i></li> <li>• Read and understand a series of forum posts</li> <li>• Read a comic strip and find the Spanish equivalents of listed English phrases</li> <li>• Read and understand texts in which a boy and a girl describe their preparations for going out</li> <li>• Read and understand texts which use two tenses to describe what people normally wear and are going to wear</li> <li>• Find Spanish equivalents of the English verbs in a text from a previous exercise</li> <li>• Match up sentence halves to create a text written by an exponent of bicycle acrobatics</li> <li>• Read an account of a fancy dress ball and match the English sentences listed to the equivalent Spanish sentences</li> <li>• Practise dictionary skills by looking up the words for fancy dress characters and for clothing</li> <li>• Find the Spanish for given English adjectives</li> </ul>	R E A D I N G	<ul style="list-style-type: none"> <li>• Read a text to find Spanish words for listed features of a home</li> <li>• Read and understand imaginative texts about homes</li> <li>• Find the Spanish translations of the English superlative phrases in a text from a previous exercise</li> <li>• Read text messages suggesting where to meet and giving directions for getting there</li> <li>• Read the gapped text of a blog about a stay in a summer camp and complete it using given verbs</li> <li>• Place time expressions on a timeline</li> <li>• Match up sentence halves to create an account of travels in Latin America</li> </ul>
W R I T I N G	<ul style="list-style-type: none"> <li>• Write a chatroom dialogue about arrangements to go out</li> <li>• Write text messages containing excuses not to go out</li> <li>• Write a creative text about a celebrity preparing to go out</li> <li>• Write two blog entries about going out and choice of clothes</li> <li>• Translate a short text written by a tennis fan into Spanish</li> <li>• Write an account of a fancy dress ball</li> <li>• Translate sentences into Spanish</li> </ul>	W R I T I N G	<ul style="list-style-type: none"> <li>• Write a creative description about a celebrity's luxury home</li> <li>• Translate six 'You can...' statements into Spanish</li> <li>• Write a paragraph about what one can do at a tourist destination</li> <li>• Write text messages suggesting where to meet and giving directions for getting there</li> <li>• Find phrases for activities in a text from a previous exercise</li> <li>• Write an advertisement for a summer camp</li> </ul>
G R A M M A R	<ul style="list-style-type: none"> <li>• <i>a + el = al</i></li> <li>• <i>de + el = del</i></li> <li>• conditional: <i>me/te gustaría</i> + infinitive</li> <li>• Stem-changing verbs <i>querer, poder</i> (present tense)</li> <li>• reflexive verbs (present tense)</li> <li>• adjective agreement (colour adjectives)</li> <li>• demonstrative adjective <i>este / esta / estos / estas</i></li> <li>• using three tenses (present, preterite, near future) together</li> </ul>	G R A M M A R	<ul style="list-style-type: none"> <li>• comparative: <i>más/menos</i> + adjective + <i>que</i></li> <li>• <i>se puede(n)</i> + infinitive</li> <li>• superlative: <i>el/la/los/las más</i> + adjective + <i>de</i></li> <li>• imperative: <i>tú</i> form</li> <li>• using three tenses (present, preterite, near future) together</li> </ul>
<b>Key Assessment Task (KAT)</b>		<b>Key Assessment Task (KAT)</b>	
<b>Writing assessment</b>		<b>End of year assessment</b>	



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	<b>Listening</b>	<b>Speaking</b>	<b>Reading</b>	<b>Writing</b>
<b>Mastering</b>	<ul style="list-style-type: none"> <li>Demonstrate understanding of a range of short and longer passages which include opinions with reasons, details and reference to the present, the past and the future, spoken clearly.</li> <li>Transcribe sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Take part in conversations, using a range of common vocabulary and grammatical structures, referring to the present, the past and the future.</li> <li>Demonstrate spontaneity by asking unsolicited questions, and expand answers.</li> <li>Use increasingly accurate pronunciation and intonation.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate understanding of a range of short and longer texts which include justified opinions and refer to the present, the past and the future.</li> <li>Read short authentic texts (e.g. adapted adverts, leaflets, poems and songs).</li> <li>Translate short passages into English, showing awareness of grammar, especially tenses.</li> </ul>	<ul style="list-style-type: none"> <li>Write short texts in a range of contexts, giving and seeking information and opinions and referring to the the present, the past and the future.</li> <li>Use style and register appropriately in familiar settings.</li> <li>Translate into the target language short passages containing a range of familiar words and grammatical structures.</li> </ul>
<b>Advancing</b>	<ul style="list-style-type: none"> <li>Demonstrate understanding of main points, opinions with reasons and details in a range of short passages which include reference to the present and the future, spoken clearly.</li> <li>Transcribe longer phrases.</li> </ul>	<ul style="list-style-type: none"> <li>Take part in longer conversations, describing, informing, giving details and expressing and justifying opinions.</li> <li>Use a range of common vocabulary and grammatical structures, referring to the present and the future.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate understanding of main points, details, overall message and opinions with reasons, in short written texts, referring to the present and the future.</li> <li>Understand short authentic texts adapted for target-language learners (e.g. menus, short adverts, short messages, short conversations).</li> <li>Translate longer, more complex sentences into English, showing awareness of grammar.</li> </ul>	<ul style="list-style-type: none"> <li>Write short texts for different purposes, referring to the present and the future.</li> <li>Express and justify opinions.</li> <li>Translate into the target language longer sentences containing familiar words and grammatical structures.</li> </ul>
<b>Securing</b>	<ul style="list-style-type: none"> <li>Demonstrate understanding of main points, opinions with reasons and some details in short passages which include reference to either the present or the future.</li> <li>Transcribe short phrases.</li> </ul>	<ul style="list-style-type: none"> <li>Take part in simple conversations, referring to the present or the future.</li> <li>Describe and give information in a range of short dialogues using familiar vocabulary and a range of common grammatical structures.</li> <li>Exchange opinions and give simple reasons.</li> <li>Begin to speak spontaneously (e.g. by giving an unsolicited opinion).</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate understanding of main points, opinions with reasons and details in short written texts, which include reference to the present or the future.</li> <li>Understand short texts written for target-language learners (e.g. songs, simple poems).</li> <li>Translate longer sentences into English, showing awareness of grammar.</li> </ul>	<ul style="list-style-type: none"> <li>Write short texts for different purposes using mainly memorised language, referring to the present or the future.</li> <li>Exchange opinions and give simple reasons.</li> <li>Translate into the target language simple sentences containing familiar words and structures.</li> </ul>
<b>Developing</b>	<ul style="list-style-type: none"> <li>Demonstrate understanding of main points and opinions from a sequence of related sentences using a range of familiar vocabulary, short phrases and common verbs in the present tense, spoken clearly.</li> <li>Transcribe familiar short phrases.</li> </ul>	<ul style="list-style-type: none"> <li>Ask and answer a range of simple questions.</li> <li>Take part in a range of brief dialogues, using short phrases referring to the present.</li> <li>Exchange opinions.</li> <li>Describe and give information in short dialogues using familiar vocabulary and common grammatical structures.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate understanding of main points and opinions in short texts using a range of familiar vocabulary, short phrases and common verbs in the present tense.</li> <li>Translate short sentences into English, showing awareness of grammar.</li> </ul>	<ul style="list-style-type: none"> <li>Write several short, linked sentences to give information and express simple opinions, referring to the present.</li> <li>Translate familiar short phrases into the target language.</li> </ul>

## Emerging

- Demonstrate understanding of main points and opinions from sentences using familiar vocabulary, spoken clearly.
- Transcribe familiar words.

- Ask and answer simple questions.
- Exchange simple opinions.
- Take part in brief dialogues, using short phrases referring to the present.

- Demonstrate understanding of main points and opinions in a sequence of related sentences using familiar language.
- Translate short, simple sentences into English, showing awareness of grammar.

- Write several short sentences with support to give information and express simple opinions, using the present tense of frequently-used verbs.
- Translate familiar words into the target language.