



Year 7 Spanish Long Term Plan

Year 7 Intent / End Point: The Year 7 Spanish curriculum enables students to describe themselves and others and express their opinions. They can also understand and use different forms of the present tense and the future tense. Finally, they can form simple negative sentences, use conjunctions to link ideas and understand the gender of nouns, articles and adjectives.

Linguistic Competence/ Cultural Appreciation: Each half term begins with an 'unlocking lesson' to develop linguistic competency and cultural appreciation. Knowledge of culture is also expanded through enrichment tasks.

	<u>HT1</u>	<u>HT2</u>	<u>HT3</u>	<u>HT4</u>	<u>HT5</u>	<u>HT6</u>
<u>Unit title</u>	Me Presento	Familia	Mi Instituto	Mi Vida Escolar	Mis Pasatiempos	El Mundo de Deporte
Principles that underpin your curriculum	Vocabulary	1. Greetings, name and nationality [1,4] (a, d, g) 2. Age [3] (c) ▪ Birthdays [3, 5] (a, b, c, e, f) 3. Appearance and character [2, 6, 7] (a, e) 4. Hair and eyes [2, 3, 6] (a, h) 5. Family members [1, 3, 5, 6, 7] (a, c, d, f, h) 6. Family descriptions [1, 2, 3, 6, 7] (a, c, d, e, f, h)		1. Dates [1,8] (c, e, g) 2. School subjects and opinions [1, 2, 5, 6, 8] (a, c, e, g) 3. My timetable [8] (a, b, e) 4. Teachers [4, 5, 7] (d) 5. Breaktime [1, 3] (f) 6. School facilities [1, 5, 8] (b, d, e) 7. School uniform [4, 5, 8] (a, b)		1. Opinions on hobbies [1] (a, b) 2. Free time [2] (c) 3. Activities and weather [2, 4] (c, d, g) 4. Sport and sports personalities [1, 3, 4, 6] (a, g) 5. Spanish & world sports events [2, 3, 4] (e) 6. Next weekend plans [5] (a, b, f)
	Grammar	1. LLAMARSE – yo, tú, él/ella (present) 2. SER – yo, tú, él/ella (present) 3. TENER – yo, tú, él/ella (present) 4. ESTAR – yo tú (present) 5. Possessive adjectives – mi(s), tú 6. Adjectives – regular & com irregular gender agreement 7. Negative structures		1. Definite and indefinite articles 2. Regular AR verbs – yo, tú, él/ella (present) 3. Regular ER verbs – yo, tú, él/ella (present) 4. LLEVAR vs LLEVARSE 5. Adjectives - regular & com irregular gender agreement 6. Opinion verbs with indirect object pronouns 7. Comparatives 8. SER/TENER/HABER – yo, tú, él/ella		1. Opinion structures (+ infinitive) 2. AR/ER verbs – yo, tú, él/ella, nosotros 3. Preposition A (a + el) 4. HACER (yo, tú, él/ella, nosotros) 5. Near future tense (yo, tú, nosotros) 6. Opinion verbs with indirect object pronouns
	Phonics	a. [a], [o], [u] b. [e], [i] c. [ñ] g. [y]	d. [ll] e. Soft/hard [g] f. [h] h. [rr]	a. Soft/hard [g] b. Soft/hard [c] c. [v] g. [a, e, i, o, u]	d. [rr] e. [h] f. [e], [i]	a. [j] b. Soft/hard [g] c. Soft/hard [c] d. [ll]
Middle Stake Test	1. Production Skills (WT/SP/K&G) 2. Vocabulary/Grammar	1. Vocabulary/Grammar 2. Production Skills (WT/SP/K&G)	High Stakes Assessment 1	1. Vocabulary/Grammar 2. Production Skills (WT/SP/K&G)	1. Vocabulary/Grammar 2. Production Skills (WT/SP/K&G)	High Stakes Assessment 2
High Stake Test			High Stakes Assessment 1			High Stakes Assessment 2
Skills development (L,R,W,S)	Students gain confidence in communication and can listen to standard, familiar forms of spoken language and read a range of different sources, authentic or adapted, to obtain information and respond. Phonics are introduced to enable them to understand and reproduce the most common Spanish sounds. The curriculum also allows students to manipulate vocabulary and grammar in order to produce written accounts					



Year 8 Spanish Long Term Plan

Year 8 Intent / End Point: The Year 8 Spanish curriculum is designed to expand on the knowledge acquired from Year 7. Students continue to **describe events** in the **present tense**; their **knowledge of the future tense** is widened by the introduction of the conditional tense and students are introduced to the **past tense** and **reflexive verbs**. Adjectival agreement knowledge is consolidated and students build on their knowledge of opinions by making comparisons.

Linguistic Competence/ Cultural Appreciation: Each half term begins with an ‘unlocking lesson’ to develop linguistic competency and cultural appreciation. Knowledge of culture is also expanded through enrichment tasks.

	<u>HT1</u>	<u>HT2</u>	<u>HT3</u>	<u>HT4</u>	<u>HT5</u>	<u>HT6</u>
<u>Unit title</u>	¿Dónde Vives?	¡Vamos a Salir!	El Verano Pasado	¡Vamos Viajar!	Tecnología y Entretenimiento	Mi Tiempo Libre
Principles that underpin your curriculum	Vocabulary	1. Geography of Spain [1,2] 2. House of my dreams [1,2] (a) 3. Talking about my town/city [1,2,3] (c, e) 4. Where I can go out in my town/city [1,2,3,5] (b) 5. Where I would like to live in the future and why [2,3,4,7] (b) 6. Making plans to go out and eating out [1,4,6,7] (d, i) 7. My weekend plans [1,7] (e)	1. Where I went on holiday [1,2, 4] (e,g) 2. What I did on holiday [1,2,] (d) 3. What the weather was like [2] (c,h) 4. What I did on the last day [1,2,5] (d) 5. Past tense opinions [2,3] (b,) 6. Where I am going on holiday next year [5, 6] (b,f) 7. Summer Camp [2,3,6] (c)	1. Free Time and media [2] (h) 2. What I usually do on my mobile [1,2] (f,i) 3. What are you going to do on your smartphone [3] (b,g) 4. Television programmes [2,4] (e) 5. Getting ready to go out [1,2,3,5,7] (c,d) 6. What I did yesterday [7] (h) 7. Famous Hispanic singers [2] (h) 8. Favourite sports [2,3,7] (b) 9. Cinema - Film study: ‘Coco’ [2,4] (h)		
	Grammar	1. Definite / indefinite articles 2. SER/ESTAR/HABER/IR (Present tense) – yo, tú, él/ella 3. Verb subject agreement 4. Conditional tense – yo, tú, él/ella 5. Se puede vs se pueden 6. QUERER – yo, tú, él/ella 7. Near future - yo, tú, él/ella, nosotros	1. Preterite tense (AR, ER + IR verbs) – yo, él/ella, nosotros 2. Irregular verbs SER /IR/HACER (preterite tense) – él/ella 3. Preterite of GUSTAR and ENCANTAR 4. Prepositions - en, a 5. Near future tense - yo, él/ella, nosotros, ellos/ellas 6. Conditional tense – yo, tú, él/ella	1. SOLER (Present tense) – yo, tú 2. AR + IR verbs (Present tense) – yo, tú, él/ella 3. Near future tense – yo, tú, él/ella, nosotros 4. Present tense opinion verbs + indirect object pronoun 5. Reflexive verbs (Present tense) – yo, tú 6. Comparatives 7. Preterite tense (AR, ER + IR verbs) – yo, él/ella, nosotros		
	Phonics	a. Soft/hard [c] b. Soft/hard [g] c. Silent [h] d. [j] e. [que] f. [l] / [ll] g. [r] / [rr] h. [v] i. [qui]	a. Soft/hard [c] b. Soft/hard [g] c. [h]] d. [a, e, i, o ,u] e. [ñ] f. [v] g. [ui] h. [z]	a. [a], [e], [i] b. [j] c. [l] / [ll] d. [r] / [rr] e. [que] f. [gue]/[gui] g. [v], [b] h. [a,e,i,o,u] i. [ue]		
Middle Stake Test	1. Production Skills (WT/SP/K&G) 2. Vocabulary/Grammar	1. Vocabulary/Grammar 2. Production Skills (WT/SP/K&G)	High Stakes Assessment <u>1</u>	1. Vocabulary/Grammar 2. Production Skills (WT/SP/K&G)	1. Vocabulary/Grammar 2. Production Skills (WT/SP/K&G)	High Stakes Assessment <u>2</u>
High Stake Test			High Stakes Assessment <u>1</u>			High Stakes Assessment <u>2</u>
Skills development (L,R,W,S)	Students become more confident communicators and can listen to standard, familiar forms of spoken language and read a range of different sources , authentic or adapted, to obtain information and respond . Phonics are reinforced to enable a greater understanding of Spanish pronunciation . The curriculum also allows students to further manipulate vocabulary and grammar in order to produce extended written accounts which now include 3 tenses and justified opinions as well as comparisons.					

Year 9 Spanish Long Term Plan



Year 9 Intent / End Point: The Year 9 Spanish curriculum is designed to **revisit and recycle prior knowledge of vocabulary, grammar and phonics** from Y7 and Y8 (narrate & describe) to allow students to engage with both familiar non-familiar topic areas **in greater conceptual depth and with increased linguistic complexity**. Students learn to **compare and evaluate advantages and disadvantages** and **manipulate a variety of tenses** (present, preterite, imperfect, near future, simple future and conditional) and **gender agreement**.

Linguistic Competence/ Cultural Appreciation: Each half term begins with an 'unlocking lesson' to develop linguistic competency and cultural appreciation. Knowledge of culture is also expanded through enrichment tasks

	<u>HT1</u>	<u>HT2</u>	<u>HT3</u>	<u>HT4</u>	<u>HT5</u>	<u>HT6</u>		
<u>Unit title</u>	<u>La Gente</u>	<u>Tecnología y Mis Opciones</u>	<u>La Vida Sana</u>	<u>Los Festivales y Las Tradiciones</u>	<u>El Turismo Virtual</u>	<u>Las Excursiones</u>		
Principles that underpin the curriculum	<u>Vocabulary</u>	1. Personal details and description [1, 2, 3] (a, b) (R) 2. Passions [4, 6] (a, b, c) 3. Family and relationships [1, 2, 4,] (a, d) 4. Role models [4, 5, 7] (a, d, g) 5. Social media and the Internet [1, 4, 5, 6, 7] (a, c, e, f, g) 6. School subjects and aptitude [1, 4, 5] (a, d) (R) 7. Jobs and future plans [2, 4, 8, 9] (e, f, i)	1. Mealtimes & Daily Routine [1, 2, 5] (a, c, d) 2. Diets [1, 2, 4, 6, 9, 10] (a, e) 3. Healthy and unhealthy habits [1, 2, 6, 8, 10] (a, f, h) 4. Giving advice [1, 3, 10] (a, f, g) 5. Festivals [1, 2, 5] (a, d, 6. Traditions [1, 2, 4, 5] (a, e,) 7. Celebrations [1, 7, 5] (a, h) 8. Recipes [1, 2, 5, 9] (a, b, g) 9. Easter in Spain [1, 7, 8, 9] (a, f, h)	1. Places in Town [1, 2, 3, 7] (a, c) (R) 2. Directions [1, 2, 3, 4, 7, 11] (a, b, c) 3. Asking for information [1, 2, 3, 4, 5, 11] (a, b, e) 4. Shopping [1, 2, 3, 4, 5, 11] (a, b, c) 5. Booking a table / room [1, 2, 11] (a, b, c) 6. Ordering food [1, 2, 4, 5, 7, 11] (a, b) (R) 7. Problems & Complaints [1, 4, 6, 7] (a) 8. Weather [4, 7, 8] (a, b, d) (R) 9. Past and Future outings [1, 4, 9, 10] (a, f)				
	<u>Grammar</u>	1. Adjectival agreement 2. Present of SER and TENER 3. Comparatives (advantages / disadvantages) 4. Present tense (including reflexives) 5. Structures + infinitive verbs 6. Verb subject agreement 7. Past tenses (preterite and imperfect) 8. Near future 9. Near conditional	1. Definite / indefinite articles 2. Present of SER and TENER 3. Present and Conditional of DEBER 4. Comparatives (advantages / disadvantages) 5. Present tense (including reflexives) 6. Present and Past of SOLER 7. Passive Voice (Se + verb. Eg: Se disfrazan..) 8. Past tenses (preterite and imperfect) 9. Perfect tense (He comido/ He probado) 10. Near and Conditional Future	1. Definite / indefinite articles 2. Question words 3. Se puede vs se pueden 4. Present of SER , ESTAR, HACER and TENER 5. QUERER – yo, tú, él/ella 6. Verb subject agreement (Está roto/a) 7. Present tense 8. Si/ Cuando + impersonal verb (hace sol) 9. Past tenses (preterite and imperfect) (FP) 10. Future Tense (near, simple, conditional) (FP) 11. Tú and usted				
	<u>Phonics</u>	a. [e], [i], [u] b. [ll] c. Soft [c] / [g]	d. Hard [c] / [g] e. [v] f. [qu] / [gu]	g. [ñ] i. [j]	a. [e], [i], [u] b. [h] c. Soft [c] / [g]	d. Hard [c] / [g] e. [ñ] f. [v]	g. [qu] / [gu] h. [ll]	a. [a][e][i][o][u] b. [qu][cu] c. Soft c [ce], [ci], [z]
Middle Stake Testing	1. Production Skills (WT/SP/K&G) 2. Vocabulary/Grammar	1. Vocabulary/Grammar 2. Production Skills (WT/SP/K&G)	<u>High Stakes Assessment</u> <u>1</u>	1. Production Skills (WT/SP/K&G) 2. Vocabulary/Grammar	1. Vocabulary/Grammar 2. Production Skills (WT/SP/K&G)	<u>High Stakes Assessment</u> <u>2</u>		
High Stake Testing			<u>High Stakes Assessment</u> <u>1</u>			<u>High Stakes Assessment</u> <u>2</u>		
Skills development	Students start to speak with increasing confidence , communicating their views and participating in conversations . They can listen to a variety of forms of spoken language and read a greater range of sources , authentic or adapted. When writing, students use a wider range of vocabulary and include three tenses with increasing confidence and accurately. The curriculum also builds up on students' prior knowledge of Spanish phonics and revisits the most common Spanish sounds .							

Year 10 Spanish Long Term Plan



Year 10 Intent / End Point: The Year 10 Spanish curriculum is designed to **extend the knowledge** students have acquired from the main themes in Key Stage 3. Student engage with both familiar and new topic areas **in greater conceptual depth and with increased linguistic complexity**. Students continue **to describe, narrate and evaluate situations** in more complex and varied ways, so they can communicate effectively with increasing ease in real-life contexts and present their views in a logical structure. They explore international topics of interest as well as gaining a deeper understanding of Hispanic culture. Students will build on grammatical knowledge by learning **a wider range of grammatical structures within each tense** (present, perfect, imperfect, near future, simple future and conditional).

Linguistic Competence/ Cultural Appreciation: Each half term begins with an ‘unlocking lesson’ to develop linguistic competency and cultural appreciation. Knowledge of culture is also expanded through enrichment tasks

	<u>HT1</u>	<u>HT2</u>	<u>HT3</u>	<u>HT4</u>	<u>HT5</u>	<u>HT6</u>																									
<u>Unit title</u>	<u>Mi Familia y Las Tradiciones</u>	<u>Mi Tiempo Libre</u>	<u>Las Vacaciones</u>	<u>Mi Pueblo y Mi Región</u>	<u>La Tecnologia</u>	<u>La Vida Sana</u>																									
Principles that underpin the curriculum	<u>Vocabulary</u>	<ol style="list-style-type: none"> Family Members and civil status [1,2] (b,i) Descriptions [1,3] (a,b) Relationships [3,4,8] (d) future family plans [3,4,8] (d) Role models [5] (j) Future family plans [3,4,8] (d) Celebrations and family events [3,6,8,9] (a,b) Festivals and traditions [3,5] (i,) Free time [3,6,7,9] (i,h) Live events (music, sports) [3,4,6,8] (a) 		<ol style="list-style-type: none"> Holiday activities and preferences [2] (c,f) Weather [1] (e) Reservations and holiday preparations [9] (g,f) Past holidays / trip [3] , [4] (c) Holiday problems [2,3] (b) Future holidays [5] (c,g) House and descriptions [1,8] (e,f) Daily routine [2] (f) Places (town/region) [1,7,8] (e,f) Shopping Pros and Cons (city/town) [7,9] (d,h) Past and future outings [3,5] (c,g) 		<ol style="list-style-type: none"> Technology [1,5] (b,c,d) Computers (use and applications) [1,5,7] (g) Advantages and disadvantages (technology)[3,8] (a,d,f) Reading preferences TV and film [1,5,7] (c,d) Mealtimes and diet [1] (c,d,i) Illnesses and pharmacy [4] (e,g) Healthy and unhealthy lifestyle choices [1] (d) Giving advice [2] (a) Advantages and disadvantages (sport, diet) [3,8] (a,d,f) 																									
	<u>Grammar</u>	<ol style="list-style-type: none"> Adjectival agreement (including possessive) SER, ESTAR & HABER Present tense of regular and irregular verbs (inc ‘se’ verbs.) Comparatives Structures + infinitive Past tenses (pret and imperf) of regular and irregular verbs Perfect tense of regular and irregular verbs Near and Simple future tense Conditional tense 		<ol style="list-style-type: none"> SER/TENER/HABER (PR/PT) Present tense of regular and irregular verbs (inc. ‘se’) Past tense (pret) of regular and irregular verbs Perfect tense of regular and irregular verbs Near and simple future Tense Conditional tense Opinions/se puede + infinitive Adjectival agreement Comparatives 		<ol style="list-style-type: none"> Present tense of regular and irregular verbs Present and conditional of DEBER Comparatives Present and Past of DOLERSE Past tenses (pret and imperf) of regular and irregular verbs Perfect tense of regular and irregular verbs Conditional tense & near and simple future Structures + infinitive verbs Comparatives 																									
	<u>Phonics</u>	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">a. [a], [o], [u]</td> <td style="width: 50%;">d. [ll]</td> </tr> <tr> <td>b. [e], [i]</td> <td>e. Soft/hard [g]</td> </tr> <tr> <td>c. [ñ]</td> <td>f. [h]</td> </tr> <tr> <td>g. [y]</td> <td>h. [qu,gu]</td> </tr> <tr> <td>i. [v]</td> <td>j. [j]</td> </tr> </table>	a. [a], [o], [u]	d. [ll]	b. [e], [i]	e. Soft/hard [g]	c. [ñ]	f. [h]	g. [y]	h. [qu,gu]	i. [v]	j. [j]		<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">a. Soft/hard [g]</td> <td style="width: 50%;">d. [ue]</td> </tr> <tr> <td>b. Soft/hard [c]</td> <td>e. [h]</td> </tr> <tr> <td>c. [v]</td> <td>f. [e], [i]</td> </tr> <tr> <td>g. [qu, gu]</td> <td>h. [que]</td> </tr> </table>	a. Soft/hard [g]	d. [ue]	b. Soft/hard [c]	e. [h]	c. [v]	f. [e], [i]	g. [qu, gu]	h. [que]		<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">a. [j]</td> <td style="width: 50%;">e. [ue]</td> </tr> <tr> <td>b. Soft/hard [g]</td> <td>f. [que]</td> </tr> <tr> <td>c. Soft/hard [c]</td> <td>g. [u], [e]</td> </tr> <tr> <td>d. [v]</td> <td></td> </tr> </table>	a. [j]	e. [ue]	b. Soft/hard [g]	f. [que]	c. Soft/hard [c]	g. [u], [e]	d. [v]
a. [a], [o], [u]	d. [ll]																														
b. [e], [i]	e. Soft/hard [g]																														
c. [ñ]	f. [h]																														
g. [y]	h. [qu,gu]																														
i. [v]	j. [j]																														
a. Soft/hard [g]	d. [ue]																														
b. Soft/hard [c]	e. [h]																														
c. [v]	f. [e], [i]																														
g. [qu, gu]	h. [que]																														
a. [j]	e. [ue]																														
b. Soft/hard [g]	f. [que]																														
c. Soft/hard [c]	g. [u], [e]																														
d. [v]																															
Middle Stake Testing	<ol style="list-style-type: none"> Writing Milestone Translation En→Sp 	1- Writing Milestone	<ol style="list-style-type: none"> Writing Milestone Translation -Sp→En 	1- Writing Milestone	<ol style="list-style-type: none"> Writing Milestone Translation En→Sp 	High Stakes Assessment 3 L,S,R,W (Mock GCSE Speaking)																									
High Stake Testing		High Stakes Assessment 1		High Stakes Assessment 2		High Stakes Assessment 3 L,S,R,W (Mock GCSE Speaking)																									
Skills development	Students speak with increased confidence, fluency and spontaneity on a greater range of topics, finding ways to communicate their views and participate in conversations . They listen , with an increased knowledge of Spanish phonics to a variety of forms of spoken language and read a greater range of sources , authentic or adapted, with a variety of lengths, register and audiences. Students can write at length in three different tenses, they can also compare and evaluate before offering their own personal views.																														

Spanish Year 11 Long Term Plan

Year 11 Intent / End Point: The Y11 curriculum in Spanish is designed to consolidating their linguistic knowledge; students will learn about global topics, which require them to reflect on social views and to shape their own views as future citizens of the world. Students will be able to use **a variety of grammatical structures and patterns**, including **tenses** (present, perfect, imperfect, near future, simple future, conditional and pluperfect), **complex subordinate clauses with relative pronouns and conjunctions**, **impersonal structures**, **gender agreements and comparative and superlative structures**.

	<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>	
<u>Unit title</u>	The world of work and education	The world around us	Revision & Exams	
Principles that underpin the curriculum	<u>Vocabulary</u>	1. Reasons to learn a language [2,3] (a,j). 2. School subjects , facilities and teachers [2,3,4,5] (a,g,j) 3. Uniform and rules [2,3,5,10] (a,b,c) 4. School day and Extra curricular [2,3,5] (a,c,d). 5. Jobs & careers [1,3,4,5, 9,10] (a,d) 6. Part-time jobs [1,3,4,] (a, d, e) 8. Chores and .Pocket money [1,3,4, 5,6] (a,b,h) 9. Work experience [1,3,4,] (a,d,c,) 10. Future career and post 16 education) [3,4, 5, 9,10] (a, l,c) 11. .Gap year activities & travel [3,4,9,10] (a,c,)	1.Describing where you live [1, 3, 4] (a, l, e, c, h) (R) 2.What problems you see there [2,4] (a, l) 3. Compare living in a city and the country [1, 2, 3, 4,10] (k) (R) 4.Environment and Natural Disasters [1,2, 4 , 7] (a, b,g) 5. Global Problems & Solutions. [1,4, 7] (j,f,b) 6. Volunteering. [1, 4,8] (k, d) 7.Healthy & unhealthy habits & diets [1,3, 4,5,6] (a, k, h, b, d) 8.Giving advice [6,7] (a, j) 9.Weather [9] (a, j, g,)	<ul style="list-style-type: none"> Preparation for Speaking Reading bullet points and responding in the correct tense Translating accurately, plus repair strategies Describing a photo Reading skills – reading for gist and detail Listening skills – note taking
	<u>Grammar</u>	1. Soler + infinitive 2. SABER vs CONOCER (Modal verbs – PODER) 3. Present Tense of regular and Irregular verbs 4. Past tense (pret and Imperf) of regular and irregular verbs 5. Simple and Near Future 6. Indirect object pronouns (lo gasto) 7. Imperfect subjunctive 8. Conditional tense 9. Present subjunctive 10. Modal verbs (DEBER)	1. Definite and indefinite articles 2. Quantifiers (mucho/poco/ demasiado/ alguno/tanto) 3. Adjectival Agreement 4. Present Tense of regular and Irregular verbs 5. Past tense (pret & Imperf) of regular and irregular 6. Simple and Near Future 7. Modal verbs (PODER/ DEBER/ NECESITAR/HABER) 8. Imperfect Subjunctive 9. Weather phrases with “hacer” “estar” , “hay” 10. Comparisons	
	<u>Phonics</u>	a) [a], [e], [i], [o], [u] g) Soft [ce],[ci] b) Hard [ca], [co] , [cu] h) Soft [ga] c) Hard [ñ] i) [v] d) [j] e) [ll]	a) [a], [e], [i], [o], [u] f) [ñ] // g) Soft [ce],[ci] b) Hard [ca], [co] , [cu] h) Soft [ga], [go], [gi] c) Hard [ge] l) [v] d) [j] j [h] e) [ll] k) [qu] / [gu]	
	Middle Stake Testing	2. Writing Milestone 2. Comprehension Task	1. <u>Writing Milestone</u> 2. Comprehension Task	
High Stake Testing		<u>Practice Exam 1</u>	<u>Practice Exam 2</u>	
Skills development	Students engage with more serious topic areas in greater conceptual depth and with increased linguistic complexity , with the aim to communicate effectively with increasing ease in real-life contexts and critically assess general views and their own. They can listen to a variety of forms of spoken language and read a greater range of sources , authentic or adapted, with a variety of lengths, registers and audiences. They can also write at length to describe, narrate, express views, make comparisons by using a wider range of tenses .There is a greater emphasis on skill practice and examination strategies in preparation for their public examination.			