

	4c F-/G 1 YR7 WT	4a/b E-/F+ 2 YR7 M / YR8 WT
Listening and responding (sounds and writing)	<p>Can understand a short passage made up of familiar words and basic phrases concerning self, people, places or simple actions when people speak slowly and clearly.</p> <p>Can identify simple justified opinions.</p> <p>Can transcribe familiar words and accurately predict their spelling.</p>	<p>Can understand the main points and some detail from a short passage made up of familiar words and basic phrases concerning self, people, places or simple actions when people speak slowly and clearly.</p> <p>Can transcribe familiar words and some short phrases with a degree of accuracy.</p>
Speaking	<p>Can use simple phrases and sentences independently to describe people, places, things and actions, with good pronunciation.</p> <p>Can ask and answer simple questions on a few familiar topics including expressing opinions and justifying likes and dislikes.</p> <p>Can take part in a conversation with 5+ exchanges with support.</p> <p>Can include simple negatives and simple conjunctions to link phrases. Begin to read aloud new words with understandable pronunciation.</p>	<p>Can use a developing knowledge of simple grammar to adapt and substitute single words and phrases from a model. Can give a short presentation.</p> <p>Can take part in a conversation with 5+ exchanges. Can express more complex justified opinions.</p> <p>Can express themselves in the present tense.</p> <p>Pronunciation is generally accurate and some awareness of intonation is demonstrated.</p> <p>Can pronounce new words and phrases correctly.</p> <p>Main points are communicated although there may be grammatical inaccuracies.</p>
Reading	<p>Can understand a short text made up of short sentences with familiar language on a familiar topic.</p> <p>Can identify justified opinions.</p> <p>Can translate simple TL sentences on a familiar topic into English without using a dictionary to translate simple TL sentences containing some unfamiliar items.</p>	<p>Can understand main points and some details from a short text.</p> <p>Can understand the gist of longer texts.</p> <p>Beginning to use context to work out the meaning of some unknown items of vocabulary.</p> <p>Can translate short TL paragraphs of simple sentences on a familiar topic into English without using a dictionary.</p> <p>Can use a dictionary to translate more complex TL sentences.</p>
Writing	<p>Can write a short, simple text in the present tense from memory, using simple sentences from one familiar topic with reasonable spelling although some support may still be required.</p> <p>Express likes and dislikes and simple justified opinions.</p> <p>Can link sentences together using simple conjunctions. Can include simple negatives. Use a dictionary to check spelling, gender, accents and find infinitives.</p> <p>Translate simple sentences.</p>	<p>Can adapt previously learnt language and use developing knowledge of simple grammar to adapt and substitute single words and phrases from a model.</p> <p>Can write a structured paragraph in the present tense (topic sentence, detail sentences, ending sentence) on a familiar topic, but may require support.</p> <p>Can find TL adverbs and adverbial phrases in the dictionary and use the verb table to find verbs and conjugate them in the present tense.</p>
Grammar	<p>Can use high-frequency verb forms, nouns, articles and adjectives to form simple sentences.</p> <p>Can use adjectives (agreement and position) with more confidence including some irregular ones.</p> <p>Beginning to use both connectives and intensifiers.</p> <p>Can form simple negatives and questions</p> <p>Can use gender and articles (singular and plural), showing knowledge of the patterns learnt, but still frequent errors and omissions in independent use.</p> <p>Can use a variety of plural nouns.</p> <p>Can use the verbs 'to be' and 'to have' in several different contexts, still with some errors.</p>	<p>Can use subordinating connectives (if, because) and some may be able to use 'which'.</p> <p>Can create greater variety of sentences using the key verb forms.</p> <p>Can vary the use of subject pronouns with regular verbs and the verbs to be/ to have.</p> <p>Use sequencers.</p> <p>Select correct meaning in the dictionary using context and surrounding words.</p> <p>Use preposition of place.</p> <p>Can use all persons of several regular verbs in the present tense.</p> <p>Can use adverbs (manner, frequency, time, place)</p>
Vocabulary	<p>Can demonstrate a basic repertoire of words and phrases related to people, places, things and simple actions. Numbers 30-100 (in tens).</p>	

	5b/c D-/E+ 3 YR7 E YR8 M	5a/6c C-/D+ 4 YR8 E YR9 WT
Listening and responding (sounds and writing)	<p>Can understand the main points of a short passage or dialogue (approx.. 30 words, 3-5 utterances) on a few familiar topics with predictable information contained in simple sentences, spoken slowly and clearly. This now includes references to present and past or future events.</p> <p>Can write down words spelled out slowly and clearly in the FL alphabet, and can accurately write individual known words heard.</p> <p>Demonstrate some ability to write unfamiliar words heard predicting their spelling.</p>	<p>Can understand main points and details of short passage or dialogue on a few familiar topics with predictable information contained in simple sentences, spoken slowly and clearly. This now includes references to present, past and future events and more complex justified opinions.</p> <p>Can identify key words in longer passages. Can write down words spelled out slowly and clearly in the FL alphabet, and can write individual known words heard with increasing confidence.</p>
Speaking	<p>Can adapt models successfully to convey information from two-three topics covered. Can read unknown words aloud applying phonics knowledge with some degree of success.</p> <p>Can ask and answer questions from memory. Can refer to past or future events as well as present using regular verb patterns.</p> <p>Can say 2-3 sentences in the past or future tense from memory.</p> <p>Can take part in a short presentation and answer simple questions. Can use a range of conjunctions to link phrases. Can use simple classroom language spontaneously. Pronunciation and intonation is generally consistent.</p>	<p>Can refer to at least two time frames in a short, prepared talk. Can vary language and produce a more extended response. Can answer simple unprepared questions. Can take part in a conversation of 5+ exchanges with detailed responses sustaining a conversation for approx. 3 mins. There may be errors but messages can be understood with little difficulty. Can discuss facts, and express others' attitudes and opinions. Can use a range of classroom language spontaneously. Can express themselves in the past or future tense.</p>
Reading	<p>Can understand the main points of a short factual text or texts (approx.. 35 words each) on a few familiar topics with predictable information contained in simple sentences with mostly familiar language referring to present and past or future events.</p> <p>Pick out and translate individual words into English. Use a dictionary to look up nouns, verbs and adjectives. Can use a verb table to check present tense forms. Translate short passages including more than one tense.</p>	<p>Can understand the main points and details from a short text including references to past, present and future events.</p> <p>Can translate simple sentences and use a dictionary with increasing efficiency and confidence including referring to verb tables.</p>
Writing	<p>Can write a paragraph from memory made up of short sentences using taught language on a few topics. Spelling from memory may have some inaccuracy. May not yet understand fully how sentences are formed grammatically. Can refer to past or future events as well as present using regular verbs. Can vary the verb subject agreement (1st and 3rd person singular). There may be mistakes but the meaning can be understood with little or no difficulty. Can translate short passages into the target language using language from the current topic.</p>	<p>Can write short paragraphs from memory including references to at least two time frames.</p> <p>Can translate short passages into the target language with increasing accuracy showing an awareness of common mistakes to check.</p> <p>Can write 3-4 sentences on an unfamiliar topic, adapting language that I have learnt, with support. The style may be basic but despite some errors the writing conveys a clear message.</p>
Grammar	<p>Can use nouns and adjectives correctly, albeit with errors. Can use subject pronouns and present tense verbs (regular and key irregular) to generate sentences independently. Can recall and use 20 verbs. Can use known question forms confidently, and is beginning to substitute to vary questions. Can use qualifiers, adverbs of frequency, numbers and time expressions. Can form the near future tense or the preterite/passé compose of regular verbs. Can use possessive adjectives (my, your, his/her). Can use the partitive article.</p>	<p>Can form the near future tense and the preterite/passé compose of regular verbs. Starting to use a wider variety of subject pronouns when referring to past or future events.</p> <p>Can use comparative forms.</p>
Vocabulary	<p>Can hear or read and identify the meaning of at least 30 non-cognate words. Can promptly recall and say comprehensibly the correct form of at least 50 cognate words and at least 30 non-cognate words.</p>	

	6a/b B-/C+ 5 YR9 M – YR9E / GCSE	6 NC 7b/c A-/B+ 6 YR9E - GCSE
Listening and responding (sounds and writing)	<p>Can understand the gist and main points in longer passages.</p> <p>Can understand passages or dialogues of approx. 50 words, spoken clearly and more slowly than normal native speaker speed, containing predictable information and a degree of complexity, including clauses, justified opinions and reference to 3 time frames.</p> <p>Can record single word answers in the FL that communicate successfully, and are made up of familiar language from his/her repertoire.</p> <p>Can transcribe short sentences.</p>	<p>Can understand and extract the essential information from passages or dialogues of approx. 80 words, spoken clearly containing some complex and unfamiliar language.</p> <p>Can understand references to 3 time frames.</p> <p>Can use context or prior knowledge to work out the meaning of some unfamiliar words or phrases.</p> <p>Can write with reasonable phonetic accuracy (but not necessarily fully standard spelling) short words and phrases that are in oral vocabulary.</p>
Speaking	<p>Can combine pre-learnt chunks with new elements to communicate new meanings, drawing on 3-4 topics.</p> <p>Can read phrases and short texts aloud with a degree of consistency.</p> <p>Can take part in short dialogues and presentations referring to 3 time frames saying 4+ sentences and going beyond minimal responses to add additional details.</p> <p>Can narrate events.</p> <p>Can vary the verb subject agreement. Increasingly accurate intonation and pronunciation.</p> <p>Can sustain and develop a conversation of approx. 4 minutes and cope with some unpredictable elements although there may be some errors, messages are clear.</p>	<p>Can express ideas, opinions, reasons and factual information in 3 time frames, and without referring to notes, though there may be some hesitation and some inaccuracy.</p> <p>Can interact with a degree of confidence.</p> <p>Can improvise and paraphrase.</p> <p>Can use grammar to build their own phrases in new contexts.</p> <p>Can speak confidently on a range of topics spontaneously.</p> <p>Good pronunciation and intonation of some unfamiliar language.</p> <p>Give a short prepared talk and answer questions on it.</p> <p>Can confidently sustain a 4-5 minute conversation.</p>
Reading	<p>Can understand texts of approx. 50+ words containing predictable information, sentences with more than one clause including reasons for opinions and 3 time frames, using knowledge of grammar to work out main points, details and some unknown items of vocabulary.</p> <p>Can infer meaning from context or surrounding language of a limited amount of unknown language in more challenging texts (including literary texts).</p> <p>Translate paragraphs into English showing an awareness of a range of tenses.</p> <p>Use a dictionary to check whether a verb is regular or irregular and use a verb table to form more than 1 tense.</p>	<p>Can understand texts of approx. 80+ words, containing some complex and unfamiliar language and references to 3 time frames.</p> <p>Can understand the gist of written texts on unfamiliar topics.</p> <p>Range of structures and time frames.</p> <p>Texts varied in style and purpose.</p> <p>Use a verb table to form 3 tenses.</p> <p>Translate a longer paragraph or two shorter paragraphs into English that contain references to 3 time frames.</p>
Writing	<p>Can write short linked, structured paragraphs from memory on 2-3 topics with good accuracy and making reference to 3 time frames.</p> <p>Can write 2-3 sentences in the past, present and future tense from memory. Can adapt known structures to add own elements, which may produce more inaccuracy, to express a range of simple yet personal ideas and opinions.</p> <p>Can write 90 words on an unfamiliar topic, adapting language learnt.</p> <p>Can use reference materials to source relevant and interesting information.</p> <p>Can use a dictionary with some success and accuracy to add new language, but there may be some L1 interference.</p> <p>Can translate sentences into TL using language from 2-3 topics and referring to 2 time frames, without the support of a dictionary, although they may still make some mistakes with verb forms. Occasional errors but meaning is clear.</p>	<p>Can write from memory at greater length (e.g. 60-75 words) on one topic.</p> <p>Can use more 3 time frames varying verb subject agreement, and produce extended sentences that follow on from each other logically.</p> <p>Can successfully recycle learnt language, and combine with a limited number of new elements with some success to express their own ideas and opinions on an unfamiliar topic.</p> <p>Translate a short paragraph without the use of a dictionary that includes a range of tenses and structures, drawing on known language from a range of topics.</p> <p>Edit and redraft.</p>

Writing	Can write from memory at greater length (e.g. 100 words) on more than one topic. Can use a greater variety of verbs and subject pronouns to accurately refer to 3 time frames, and produce extended sentences with complex structures that follow on from each other logically. Range of vocabulary and structure. Express and justify ideas and points of view. Can successfully recycle learnt language, and successfully combine with a number of new elements to express their own ideas and opinions. Translate a paragraph drawing on known language from a range of topics. Edit and redraft with accuracy and precision. Mistakes are made but generally when attempting to form more complex phrases.	Can write extended texts of several paragraphs from memory, drawing on a greater variety of topic areas, including those studied in previous years and using a variety of structures to express facts, ideas, opinions, reasons and justifications, and ask questions. Can write using more complex structures (e.g. subordinate clauses, sentences with multiple tenses, relative clauses) with some errors, as well as accurately using less ambitious sentences, to express their own ideas and opinions confidently and in a varied and interesting way. Can manipulate language structures encountered in the lesson accurately, and combine those with new elements to produce new meanings. When writing to express their own ideas and opinions, the meaning is almost always clear. Translate using a range of time frames and vocabulary.
Grammar	Can select and form the correct time frame when using language met in class, albeit with some errors. Can construct sentences in pluperfect tense. Can accurately construct sentences using the perfect infinitive. Can understand sentences that use the subjunctive mood in the present tense and commonly used expressions. Can understand and use the present subjunctive with a limited number of specified phrases/structures.	Can select and form the correct tense with learnt and researched language. Errors occur but the meaning is generally clear. Can form the imperative. Can use direct and indirect object pronouns. Can use a range of conjunctions (although, etc.) can understand demonstrative adjectives and pronouns. Can use the conditional of common verbs.
Vocabulary	Can hear or read and identify the meaning of at least 100 non-cognate words, including abstract and concrete ideas	Can hear or read and identify the meaning of at least 150 non-cognate words, including abstract and concrete ideas. Can recall promptly and say accurately at least 125 non-cognate words.

	9 A**	
Listening and responding (sounds and writing)	Can understand extended passages or dialogues spoken clearly at near-normal speed (approx. 150-200 words) that contain unpredictable elements. Can understand some unfamiliar language, inferring meaning from context, tone of voice and/or surrounding language. Can take notes in the foreign language, with sufficient accuracy to communicate meaning clearly and accurately, though not flawlessly.	
Speaking	Can generate their own language rather than that of the teacher or text book, and can use familiar language fluently and accurately across the full range of KS3/4 topics; there may be a little hesitation and inaccuracy when more ambitious language is attempted spontaneously. Confidence and spontaneity. Different time frames. Ask and answer an extended range of questions. Unexpected questions. Consistently very good pronunciation and intonation. Confidently sustain a 6 minute conversation giving extended response to all questions asked.	
Reading	Can understand longer texts of approx. 150-200 words, which may contain some unpredictable elements. Translate longer more complex texts.	

Writing	<p>Can write extended and coherent texts of several paragraphs from memory drawing on several familiar topic areas, and using a range of vocabulary and structures (approx. 200 words). Can produce writing that shows some awareness of FL syntax and idiom. Can generate their own language rather than that of the teacher/textbook, applying known grammatical structures e.g. tense formation/conjugation to infinitive verbs, to express their own ideas and opinions, and those of others, with some precision.</p> <p>Can write showing a growing awareness of FL syntax, and how this differs to English, so that the writing is not unduly anglicised.</p> <p>Can translate longer more complex paragraphs drawing from language from both KS3 and KS4.</p> <p>Can translate longer more complex paragraphs drawing on language from topics studied.</p>	
Grammar	<p>Can research and use verbs reasonably and accurately in all tenses covered.</p> <p>Can use direct object pronouns confidently.</p> <p>Can use a range of conjunctions.</p> <p>Can use demonstrative adjectives and pronouns, and relative pronouns.</p> <p>Can understand structures using the imperfect subjunctive (Spanish)</p>	
Vocabulary	<p>Can hear or read and identify the meaning of at least 200 non-cognate words, including abstract and concrete ideas.</p> <p>Can recall promptly and say accurately at least 150 non-cognate words.</p>	