



| GRADE | | DESCRIPTION |
|--|--|---|
| <p style="text-align: center;">9</p> <p>Key Words</p> <p>TENSES, LNAGUAGE, SEMANTIC</p> | <div style="background-color: green; color: white; padding: 5px; text-align: center;">Mastering</div> <div style="background-color: yellow; color: black; padding: 5px; text-align: center;">Secure</div> <div style="background-color: red; color: white; padding: 5px; text-align: center;">Developing</div> | <p>WRITTEN PRODUCTION</p> <ul style="list-style-type: none"> - Successful use minimum of 5 tenses using a variety of subject pronouns. - Use at least 3 examples of the majority of advanced structures (see separate list). - Excellent evidence of improvisation, spontaneity, creativity, personality. - Variable use of minimum of 5 tenses using a variety of subject pronouns. - Use at least 2 examples of the majority of advanced structures (see separate list). - Outstanding evidence of improvisation, spontaneity, creativity, personality. - Minimum of 5 tenses using a variety of subject pronouns. - Use at least 1 example of the majority of advanced structures (see separate list). - Good evidence of improvisation, spontaneity, creativity, personality <p>SPOKEN PRODUCTION</p> <ul style="list-style-type: none"> - Excellent use of more than 5 tenses, variety of subject pronouns. - Consistent use of object pronouns. - Uses lots of examples from advanced structures list (see separate list). - Outstanding use of more than 3 tenses, variety of subject pronouns. - Good use of object pronouns. - Used some accurate examples from advanced structures list (see separate list). - More than 3 tenses, variety of subject pronouns. - Object pronouns. - Used lots of examples from advanced structures list (see separate list). <p>PRONUNCIATION</p> <ul style="list-style-type: none"> - Consistently excellent pronunciation and intonation. <p>LISTENING & READING SKILLS</p> <ul style="list-style-type: none"> - Confident understanding of authentic texts, which address broader issues e.g. holidays – environmental impact. - Somehow confident understanding of authentic texts, which address broader issues e.g. holidays – environmental impact - Able to understand of authentic texts, which address broader issues e.g. holidays – environmental impact |



| | | |
|---|--|--|
| | | |
| <p style="text-align: center;">8</p> <p>Key Words</p> <p>TENSES & COMPLEX STRUCTURES</p> | <div style="background-color: green; color: white; padding: 5px; text-align: center;">Mastering</div> <div style="background-color: yellow; padding: 5px; text-align: center;">Secure</div> <div style="background-color: red; color: white; padding: 5px; text-align: center;">Developing</div> | <p>WRITTEN PRODUCTION</p> <ul style="list-style-type: none"> - Minimum of 5 tenses in the 1st, 2nd and 3rd person. - Good evidence of improvisation, spontaneity, creativity, personality. - Minimum of 5 tenses in the 1s and 2ndt person. - Some evidence of improvisation, spontaneity, creativity, personality. - Minimum of 5 tenses in the 1st person. - Little evidence of improvisation, spontaneity, creativity, personality <p>SPOKEN PRODUCTION</p> <ul style="list-style-type: none"> - More than 4 tenses, variety of subject pronouns. - Object pronouns. - Use examples from advanced structures list (see separate list). - More than 3 tenses, some variety of subject pronouns. - Some accurate examples from advanced structures list (see separate list). - More than 3 tenses, variety of subject pronouns. - Begins to use some examples from advanced structures list with some success (see separate list). <p>PRONUNCIATION</p> <ul style="list-style-type: none"> - Consistently good pronunciation and intonation <p>LISTENING & READING SKILLS</p> <ul style="list-style-type: none"> - Confident understanding of texts, which address broader issues e.g. holidays – environmental impact - Variable understanding of texts, which address broader issues e.g. holidays – environmental impact. - Some understanding of texts, which address broader issues e.g. holidays – environmental impact. |



| | | |
|---|--|---|
| | | |
| <p>7</p> <p>TENSES & STRUCTURES</p> | <p>Mastering</p> <p>Secure</p> <p>Developing</p> | <p>WRITTEN PRODUCTION</p> <ul style="list-style-type: none"> - Secure use of more than 3 tenses, variety of subject pronouns. - Object pronouns. - Consistent use of examples from advanced structures list (see separate list). - Some correct examples of more than 3 tenses, variety of subject pronouns. - Object pronouns. - Some examples from advanced structures list (see separate list). - Few examples of more than 3 tenses, variety of subject pronouns. - Few examples from advanced structures list (see separate list). <p>SPOKEN PRODUCTION</p> <ul style="list-style-type: none"> - Secure use of 3 tenses using a variety of subject pronouns. - Other people’s opinions. - Consistently expands ideas. - Object pronouns. - Confidently manipulates pre-taught structures in longer pieces of work. - Variable use of 3 tenses using a variety of subject pronouns. - Other people’s opinions. - Consistently expands ideas. - Some object pronouns. - Some example of 3 tenses using a variety of subject pronouns. - Includes some opinions. - Some expansion of ideas. - Confidently manipulates pre-taught structures in longer pieces of work. <p>PRONUNCIATION</p> <ul style="list-style-type: none"> - Generally good pronunciation and intonation. <p>LISTENING & READING SKILLS</p> <ul style="list-style-type: none"> - Understand texts, which address broader issues e.g. holidays – environmental impact. - Some understanding of texts, which address broader issues e.g. holidays – environmental impact. - Little understanding of texts, which address broader issues e.g. holidays – environmental impact. |



| | | |
|--|---|--|
| | | |
| <p>6</p> <p>COMPLEX TENSES</p> | <p>Mastering</p> <p>Secure</p> <p>Developing</p> | <p>WRITTEN PRODUCTION</p> <ul style="list-style-type: none"> - Secure use of 3 tenses using a variety of subject pronouns. - Other people’s opinions. - Consistently expands ideas. - Object pronouns. - Confidently manipulates pre-taught structures in longer pieces of work. - Structures in longer pieces of work. <p>SPOKEN PRODUCTION</p> <ul style="list-style-type: none"> - Secure use of 3 tenses in the 1st person. - Opinion + connective + justification. - Begins to manipulate taught structures for own use. - Responds well, can go beyond minimum response. <p>PRONUNCIATION</p> <ul style="list-style-type: none"> - Mostly good pronunciation and intonation <p>LISTENING & READING SKILLS</p> <ul style="list-style-type: none"> - Most understanding of texts which address broader issues e.g. holidays – environmental impact. - Some understanding of texts which address broader issues e.g. holidays – environmental impact. - Limited understanding of texts which address broader issues e.g. holidays – environmental impact. |



| | | |
|---|------------|---|
| 5 | Mastering | WRITTEN PRODUCTION <ul style="list-style-type: none">- Secure use of 3 tenses in the 1st, 2nd and 3rd person.- Opinion + connective + justification. |
| | Secure | <ul style="list-style-type: none">- Some secure examples of manipulation of taught structures.- Some successful manipulation of 3 tenses in the 1st, 2nd and 3rd person.- Begins to manipulate taught structures for own use.- Responds well, can go beyond minimum response. |
| | Developing | SPOKEN PRODUCTION <ul style="list-style-type: none">- Variable use of 3 tenses in the 1st person.- Effective use of pre-taught structures with minimal manipulation.- Secure use of opinion + connective + reason.- Responds well, minor omissions.- Coherent- Connectives e.g. however etc PRONUNCIATION <p>Pronunciation rules are generally applied correctly</p> LISTENING & READING SKILLS <ul style="list-style-type: none">- Understand mostly all points of view.- Texts with lots of red herrings (e.g. negatives)- Understand some points of view.- Texts with some "red herrings" (e.g. negatives)- Understand some points of view.- Texts with few "red herrings" (e.g. negatives) |



| | | |
|-----------------|------------|---|
| 4 TENSES | Mastering | WRITTEN PRODUCTION <ul style="list-style-type: none">- Use of 3 tenses in the 1st person more accurate than inaccurate.- Effective use of pre-taught structures with good manipulation.- Secure use of opinion + connective + reason.- Responds well, minor omissions. |
| | Secure | <ul style="list-style-type: none">- Coherent- Connectives e.g. however etc.- Some correct examples of use of 3 tenses in the 1st person.- Variable use of pre-taught structures with some manipulation.- Variable use of opinion + connective + reason. |
| | Developing | <ul style="list-style-type: none">- Somehow coherent- Connectives e.g. however etc.- Poor use of 3 tenses in the 1st person.- Weak use of pre-taught structures with minimal manipulation.- Insecure use of opinion + connective + reason.- Connectives e.g. however etc. SPOKEN PRODUCTION <ul style="list-style-type: none">- Variable use of 3 tenses in the 1st person.- Effective use of pre-taught structures with minimal manipulation.- Secure use of opinion + connective + reason.- Responds well, minor omissions.- Coherent- Connectives e.g. however etc.- Variable use of 3 tenses in the 1st person.- Secure use of opinion + connective + reason.- Responds well, minor omissions.- Coherent- Connectives e.g. however etc.- Few examples of 3 tenses in the 1st person.- Some use of pre-taught structures with minimal manipulation.- Some opinions + connective + reason.- Connectives e.g. however etc. |



| | | |
|--------------------------------------|--|--|
| | | <p>PRONUNCIATION Pronunciation rules are applied more accurate than inaccurate</p> <p>LISTENING & READING SKILLS</p> <ul style="list-style-type: none"> - Working out meaning of new / unfamiliar vocabulary from context. - Discern relevant information in extended texts. - Some evidence of Using inference and synonyms. - Some working out meaning of new / unfamiliar vocabulary from context. - Discern some relevant information in extended texts. - Using inference and synonyms with some success. - Working out meaning of new / unfamiliar vocabulary from context. - Discern some information in extended texts. |
| <p>3</p> <p>TENSES</p> | <p style="background-color: green; color: white; padding: 5px;">Mastering</p> <p style="background-color: yellow; padding: 5px;">Secure</p> <p style="background-color: red; color: white; padding: 5px;">Developing</p> | <p>WRITTEN PRODUCTION</p> <ul style="list-style-type: none"> - Write unprepared paragraphs on familiar topics. - Work communicates detailed information and includes some longer sentences opinions, Connectives and reasons. - More than one tense is attempted, with some success. The work is more accurate than inaccurate. - Tenses = complexity of verbs - Write unprepared paragraphs on familiar topics. - Work communicates fairly detailed information and includes some longer sentences with opinions, Connectives and reasons. - More than one tense is attempted, with some correct examples. - Write unprepared paragraphs on familiar topics. - Work communicates fairly detailed information and includes some longer sentences with opinions, Connectives and reasons. - More than one tense is attempted but accuracy may be poor. <p>SPOKEN PRODUCTION</p> <p>In a speaking task appropriate to the pupils' stage in the course they are able to:</p> <ul style="list-style-type: none"> - Answer all questions, in full sentences. - Provide answers including reference to more than one time frame with some successful examples in different tenses. <p>In a speaking task appropriate to the pupils' stage in the course they are able to:</p> <ul style="list-style-type: none"> - Answer all questions, in full sentences. |



Modern Foreign Languages

- Provide answers including reference to more than one time frame with occasional success in using another tense.

In a speaking task appropriate to the pupils' stage in the course they are able to:

- Answer all questions, in full sentences.
- Provide answers including reference to more than one time frame although verbs are generally inaccurate.

PRONUNCIATION

Pronunciation rarely impedes communication

LISTENING & READING SKILLS

The pupil can:

- identify key information from longer written and spoken texts (ie: paragraphs) when presented clearly, without "red herrings" and on a familiar topic.
- identify positive and negative opinions
- identify all reasons.
- usually recognise negatives
- usually recognise 3rd person
- avoid being caught out by these simple pitfalls.

The pupil can:

- identify key information from longer written and spoken texts (ie: paragraphs) when presented clearly, without "red herrings" and on a familiar topic.
- identify positive and negative opinions.
- identify most reasons.
- sometimes recognise negatives
- sometimes recognise 3rd person
- avoid being caught out by these simple pitfalls.

The pupil can:

- identify key information from longer written and spoken texts (ie: paragraphs) when presented clearly, without "red herrings" and on a familiar topic.
- identify positive and negative opinions
- identify some reasons.
- Sometimes recognise negatives
- Sometimes recognise 3rd person
- avoid being caught out by these simple pitfalls.



| | | |
|---|--------------------------|--|
| <p>2 Key Words: CONNECTIVES</p> | <p>Mastering</p> | <p>WRITTEN PRODUCTION</p> <ul style="list-style-type: none"> - Write short paragraphs on an unprepared familiar topic. - Work makes sense and consistently includes opinions, connectives and reasons. - No need for tenses at this level. - Present tense verbs are generally accurate. - Connectives = consistently |
| | <p>Secure</p> | <ul style="list-style-type: none"> - Write short paragraphs on an unprepared familiar topic. - Work makes sense and includes positive and negative opinions which are sometimes extended with connectives and reasons. - Present tense verbs are more accurate than inaccurate. - Connectives = occasionally |
| | <p>Developing</p> | <ul style="list-style-type: none"> - Write short paragraphs on an unprepared familiar topic. - Work makes sense and includes positive and negative opinions and simple linking (and, but also). - Present tense verbs are more accurate than inaccurate. - Connectives = simple line |
| | | <p>SPOKEN PRODUCTION</p> <p>In a speaking task appropriate to the pupils' stage in the course, they are able to:</p> <ul style="list-style-type: none"> - Answer all questions, in full sentences. - Give opinions verbally and usually justify them with connectives and reasons. <p>In a speaking task appropriate to the pupils' stage in the course, they are able to:</p> <ul style="list-style-type: none"> - Answer almost all questions, in sentences. - Give simple opinions verbally and make some attempt to justify them with connectives and reasons. <p>In a speaking task appropriate to the pupils' stage in the course, they are able to:</p> <ul style="list-style-type: none"> - Answer almost all questions in short, simple sentences. - Give simple positive and negative opinions verbally and use some simple linking (and, but, also). |
| | | <p>PRONUNCIATION</p> <p>Pronunciation sometimes impedes communication</p> |
| | | <p>LISTENING & READING SKILLS</p> <p>The pupil can:</p> <ul style="list-style-type: none"> - understand short texts (short paragraphs in reading / longer sentences in listening) - understand opinions and negative statements.. - assimilate whether an opinion is positive or negative from a simple description (without j'aime, je deteste etc. being used). |



| | | |
|--|--|--|
| | | <p>The pupil can:</p> <ul style="list-style-type: none"> - understand short texts (short paragraphs in reading / longer sentences in listening) - understand opinions and negative statements. <p>The pupil can:</p> <ul style="list-style-type: none"> - understand short texts (short paragraphs in reading / longer sentences in listening) - understand opinions and negative statements. |
| <p>1 Key Words</p> <p>VERBS</p> | <div style="background-color: green; color: white; padding: 5px; text-align: center;">Mastering</div> <div style="background-color: yellow; padding: 5px; text-align: center;">Secure</div> <div style="background-color: red; padding: 5px; text-align: center;">Developing</div> | <p>WRITTEN PRODUCTION</p> <ul style="list-style-type: none"> - Write sentences on a familiar topic. - Communicate information including simple opinions. - Sentences are short. Key verbs are generally accurate. (e.g. je m'appelle/j'ai/je suis/j'habite, me llamo/tengo/soy/vivo) - Write short sentences on a familiar topic. - Communicate information including simple opinions. - Sentences are short. - Accuracy of verbs is variable. - The most common verbs are used correctly most of the time. - Write basic sentences/short phrases on a familiar topic. - Communicate basic information. - Accuracy of verbs is poor (even with basic verb phrases for descriptions - je m'appelle/j'ai/je suis/j'habite, me llamo/tengo/soy/vivo). <p>SPOKEN PRODUCTION</p> <p>In a speaking task appropriate to the pupils' stage in the course:</p> <ul style="list-style-type: none"> - They are able to answer some (but not all) of the questions. - Most answers are short phrases with some correct verbs. - The pupil can give simple opinions verbally. <p>In a speaking task appropriate to the pupils' stage in the course:</p> <ul style="list-style-type: none"> - They are able to answer some (but not all) of the questions. - Most answers are short phrases with a few correct verbs. <p>In a speaking task appropriate to the pupils' stage in the course:</p> <ul style="list-style-type: none"> - They are able to answer some (but not all) of the questions. - Most answers are single words or short phrases with very few (if any) correct verbs. |



| | | |
|--|--|--|
| | | <p>PRONUNCIATION Pronunciation frequently impedes communication</p> <p>LISTENING & READING SKILLS The pupil can:</p> <ul style="list-style-type: none">- understand longer sentences (reading)- short sentences/items of vocabulary (listening).- recognise positive opinions when stated clearly (eg: j'aime, j'adore). <p>The pupil can:</p> <ul style="list-style-type: none">- understand short sentences (reading)- short sentences / items of vocabulary (listening). <p>The pupil can:</p> <ul style="list-style-type: none">- understand short simple words(reading)- items of vocabulary (listening). |
|--|--|--|