

MFL

Learning Ladder

Key

Learning Ladders

The Learning Ladders are split into Year 7, 8 and 9 on different pages, and are colour coded to indicate the expected progress the students should be making. As students progress through Key Stage 3, their attainment is assessed against the Learning Ladder.



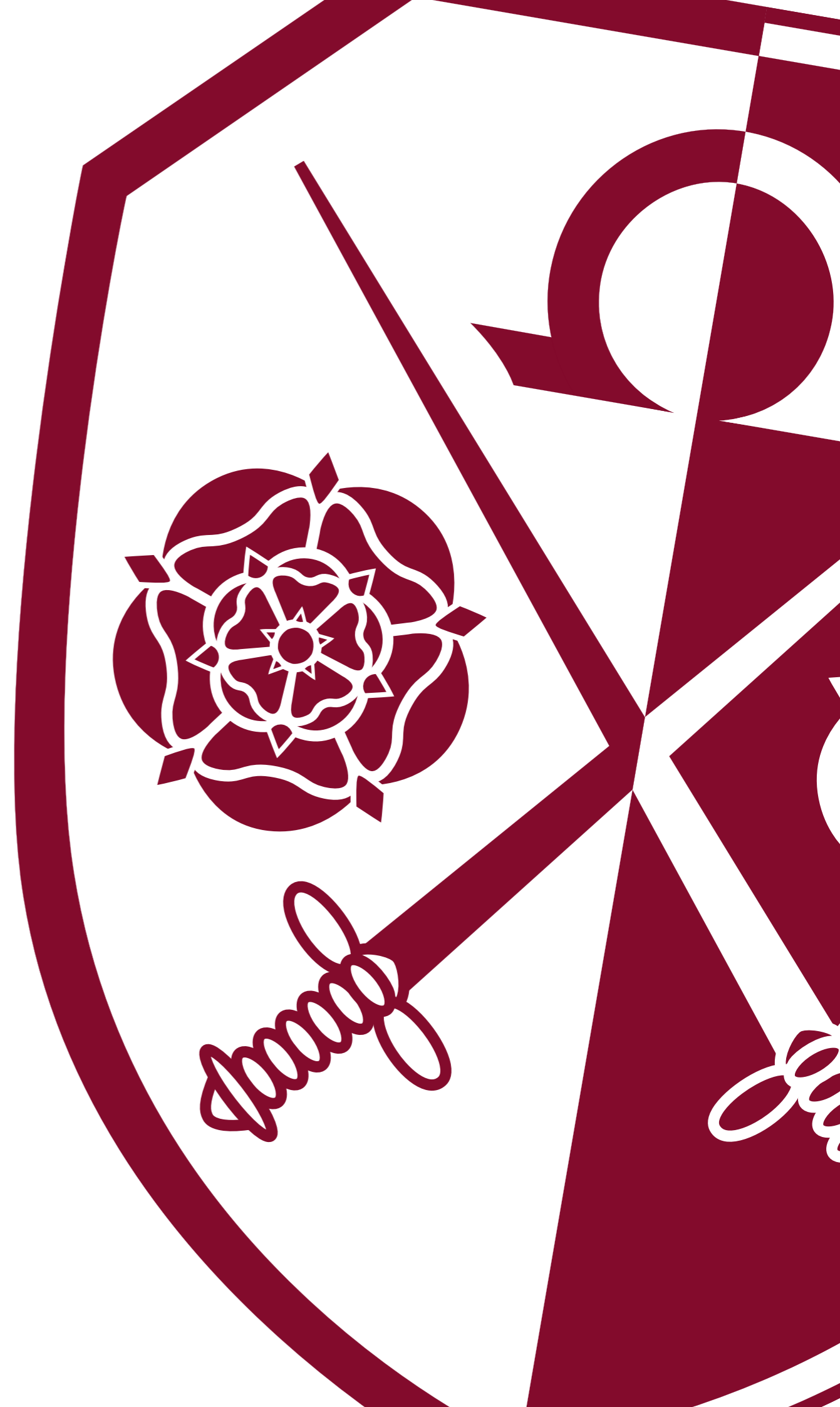
Blue indicates a level below expectations for the year group.



Grey indicates the expected level for the year group.



Red indicates a level beyond that expected for the year group.



Modern Foreign Languages: Year 7

Listening	Students can understand single words relating to a familiar topic of vocabulary.	Students can understand short phrases, sentences and questions spoken slowly by the teacher or a native speaker.	Students can understand longer phrases, sentences and questions and pick out the key points as appropriate. The language used relates to one distinct topic. They are familiar with some high frequency phrases.	Students continue to understand longer phrases, sentences and questions and to pick out the key points, but the language used relates to more than one topic area. Students therefore need to use previously learnt language to be able to complete tasks, as well as the language which relates to the current topic.	Students can deal with more complex language and can use their knowledge of basic grammar to help with their understanding (e.g. different verb forms, negatives, comparatives etc). The listening material involves longer texts or dialogues which still relate to familiar topics.	Students can understand spoken texts which relate to a wide range of topics, including some which relate to the wider world (e.g. environment). These spoken texts contain complex language and students use their knowledge of vocabulary from different topics to help them to complete the task set. They can summarize the gist of a longer text that contains some unfamiliar language. They can answer detailed questions that need an understanding of grammar.	Students can successfully complete tasks relating to a variety of spoken texts which contain examples of complex structures (e.g. a range of tenses, a variety of verb forms, subordinate clauses etc). These spoken texts contain some unfamiliar language; although this language may not be understood in detail, students are able to get the gist of the passage and complete the set task.	Students can understand a variety of spoken texts at a near normal speed and which may contain different accents so that they can complete a variety of listening tasks. They use different strategies including their linguistic knowledge and the context to cope with any unknown language and to complete tasks successfully. They may independently listen to a variety of resources including TV, radio programmes, songs, films and native speakers.	Students can understand a variety of spoken texts at a normal speed and with different accents so that they can complete a variety of listening tasks and they can understand the gist as well as details of events, opinions, emotions and attitudes. They use different strategies including their linguistic knowledge and the context to work out unknown language. They independently listen to a variety of resources including TV, radio programmes, songs, films and native speakers.
Reading (including translation from Target Language into English)	Students can understand single words relating to a familiar topic of vocabulary.	Students can understand short phrases, sentences and questions.	Students can understand longer phrases, sentences and questions and pick out the key points as appropriate. The language used relates to one distinct topic. They are familiar with some high frequency phrases. They can translate short phrases accurately.	Students continue to understand longer phrases, sentences and questions and to pick out the key points, but the language used relates to more than one topic area. Students therefore need to use previously learnt language to be able to complete tasks, as well as the language which relates to the current topic. They can translate longer phrases, sentences and questions accurately.	Students can deal with more complex language and can use their knowledge of basic grammar to help with their understanding (e.g. different verb forms, negatives, comparatives etc). They can understand descriptions of events, opinions and wishes. They can translate longer phrases, sentences and questions accurately, but the language used relates to more than one topic area.	Students can understand written texts which relate to a wide range of topics, including some which relate to the wider world (e.g. environment). These written texts contain complex language and students use their knowledge of vocabulary from different topics to help them to complete the task set. They can summarize the gist of a longer text that contains some unfamiliar language. They can answer detailed questions that need an understanding of grammar. They can translate short (approx 35 words) texts which contain familiar language and require knowledge of basic grammar.	Students can successfully complete tasks relating to a variety of written texts which contain examples of complex structures (e.g. a range of tenses, a variety of verb forms, subordinate clauses etc). These written texts contain some unfamiliar language; although this language may not be understood in detail, students are able to get the gist of the passage and complete the set task. They can translate longer (approx 50 words) texts which contain mostly familiar language and require knowledge of more complex grammar, including a range of tenses.	Students can understand a variety of written texts, some of which may be authentic texts from target language countries and others containing several paragraphs. They understand nuances of opinions and feelings expressed by the writer. They use different strategies including their linguistic knowledge and the context to cope with any unknown language to complete tasks successfully. They may independently read a variety of resources including foreign cartoons, online news, blogs etc. They can translate with a good level of accuracy even when the texts contain unknown language.	Students can understand a variety of written texts and can understand the gist as well as details of events, opinions, emotions and attitudes. They use different strategies including their linguistic knowledge and the context to work out unknown language. They independently read a variety of resources including foreign cartoons, online news, blogs, and communication from native speakers. They can translate with a high level of accuracy even when the texts contain unknown language.

Modern Foreign Languages: Year 7 continued

Speaking	<p>Students can repeat single words with reasonably good pronunciation. They can say very few things, normally greetings and the names of some items relating to a familiar topic of vocabulary, but have problems forming sentences.</p>	<p>Students can say a few basic phrases, normally unlinked, relating to a familiar topic. They may need to be prompted in order to produce full sentences.</p>	<p>Students can speak with reasonable confidence about a few familiar topics. Their language has become more complex and they can now use a variety of structures in order to communicate more precisely, although accuracy may still be variable. They start to recognise grammar features or patterns that are specific to the TL. They can deal with unexpected questions to some extent.</p>	<p>Students can produce longer sentences using simple connectives, modifiers and basic adverbs (such as time words). They are confident at pronouncing high frequency words, and are beginning to adapt the language they know in order to express their ideas with some degree of success. Their accuracy with regards to grammatical features may be inconsistent. Although they may understand unexpected questions, they still have difficulty producing suitable answers.</p>	<p>Students can speak with reasonable confidence about a few familiar topics. Their language has become more complex and they can now use a variety of structures in order to communicate more precisely, although accuracy may still be variable. They start to recognise grammar features or patterns that are specific to the TL. They can deal with unexpected questions to some extent.</p>	<p>Students are able to communicate complex ideas or points of view, as well as describing events or situations in different tenses or time frames. They are able to move away from a strictly first person singular narrative. They also have developed strategies to cope with unknown language and can express themselves with a fair degree of success. Their pronunciation is mostly accurate, and they speak confidently and with little hesitation.</p>	<p>Students can speak fairly fluently about a variety of topics, and have learnt to rely on a number of strategies to deal with their linguistic limitations in a successful way. They are able to initiate and lead conversations, as well as to ask questions and to use more than one person's point of view. They speak confidently using complex grammar structures fairly competently.</p>	<p>Students communicate very confidently and with a high degree of spontaneity about many different topics. They use a wide range of vocabulary and grammar structures, including some complex items, mostly unambiguously. They're able to deal with unpredictable elements fairly successfully, and can take initiative as well as develop more elaborate answers without difficulty. Although they can still make mistakes, those are usually minor and very isolated. Their pronunciation is generally authentic.</p>	<p>Students can interact confidently and fluently in the target language. They can initiate, maintain and lead a conversation, asking and answering questions with spontaneity on a number of topics. They can successfully produce extended sequences of speech by manipulating the language in order to express ideas and points of view using a wide range of complex structures (including various tenses), vocabulary and idiomatic expressions although there may be minor mistakes. Their intonation and pronunciation are constantly of a high standard. They are keen to experiment with new language that they have heard. They also enjoy and take advantage of every opportunity to converse with native speakers.</p>
Writing (including translation from Target Language into English)	<p>Students can write/translate single words relating to a familiar topic of vocabulary.</p>	<p>Students can write/translate short phrases and sentences relating to a familiar topic of vocabulary.</p>	<p>Students start to write/translate longer phrases and sentences using a text book or their exercise book for support. The language used relates to one distinct topic. They are familiar with some high frequency phrases.</p>	<p>Students continue to write/translate longer sentences and express opinions using a text book or their exercise book for support but the language used relates to more than one topic area. Students therefore need to use previously learnt language to be able to complete tasks, as well as the language which relates to the current topic. When writing they make mistakes which impede communication and verb forms are not always accurate.</p>	<p>Students start to write in paragraphs which still relate to familiar topics and they can adapt a model to say what they want to say. They can express and justify opinions. They start to include more complex language in their work and they can use their knowledge of basic grammar to improve their work (e.g. different verb forms, negatives, comparatives etc.). They can translate short paragraphs which require some knowledge of grammar.</p>	<p>Students can develop ideas about a wide range of topics in longer paragraphs. They can express themselves clearly. Their work contain complex language (e.g. past, present and future tense) and students use a dictionary to look up unknown words to complete the task set. Their work is generally more accurate than inaccurate. They can translate short (approx 35 words) texts which contain familiar language and require knowledge of basic grammar.</p>	<p>Students can write longer and structured texts which contain examples of complex structures (e.g. a range of tenses, a variety of verb forms, subordinate clauses etc.). They convey a lot of information clearly and they express and explain ideas and points of view. They apply their knowledge of grammar to use unfamiliar language in new contexts although this may not always be perfectly accurate particularly in attempts at more complex sentences. Verb and tense formations are usually correct. They can translate longer (approx 50 words) texts which contain mostly familiar language and require knowledge of more complex grammar, including a range of tenses.</p>	<p>Students can write/translate long and structured pieces of work and they use their knowledge of grammar to use any unknown structures. They can convey information clearly, express and explain ideas and points of view. Their work contain unfamiliar language which is used efficiently and they can use a variety of appropriate vocabulary and structures. Verb tenses are used successfully. Their work is accurate, although there may still be some mistakes particularly in attempts at more complex sentences.</p>	<p>Students can write/translate confidently and fluidly in the target language and they may demonstrate a high level of imagination and flair. They can convey information clearly, explain & justify ideas, opinions and points of views. Their work is well organised and structured with a wide variety of well-chosen vocabulary & structures. Their writing is accurate and avoids repetition although there may be minor mistakes especially with more complex language. They can apply knowledge from other contexts and other subjects and they are not afraid of taking risks with the language. They are keen to use idiomatic expressions. They are aware of the choice of different registers and can apply the language in a new context. They independently use the dictionary and other reference material effectively to extend their knowledge and check their work.</p>

Modern Foreign Languages: Year 8

Listening	Students can understand single words relating to a familiar topic of vocabulary.	Students can understand short phrases, sentences and questions spoken slowly by the teacher or a native speaker.	Students can understand longer phrases, sentences and questions and pick out the key points as appropriate. The language used relates to one distinct topic. They are familiar with some high frequency phrases.	Students continue to understand longer phrases, sentences and questions and to pick out the key points, but the language used relates to more than one topic area. Students therefore need to use previously learnt language to be able to complete tasks, as well as the language which relates to the current topic.	Students can deal with more complex language and can use their knowledge of basic grammar to help with their understanding (e.g. different verb forms, negatives, comparatives etc). The listening material involves longer texts or dialogues which still relate to familiar topics.	Students can understand spoken texts which relate to a wide range of topics, including some which relate to the wider world (e.g. environment). These spoken texts contain complex language and students use their knowledge of vocabulary from different topics to help them to complete the task set. They can summarize the gist of a longer text that contains some unfamiliar language. They can answer detailed questions that need an understanding of grammar.	Students can successfully complete tasks relating to a variety of spoken texts which contain examples of complex structures (e.g. a range of tenses, a variety of verb forms, subordinate clauses etc). These spoken texts contain some unfamiliar language; although this language may not be understood in detail, students are able to get the gist of the passage and complete the set task.	Students can understand a variety of spoken texts at a near normal speed and which may contain different accents so that they can complete a variety of listening tasks. They use different strategies including their linguistic knowledge and the context to cope with any unknown language and to complete tasks successfully. They may independently listen to a variety of resources including TV, radio programmes, songs, films and native speakers.	Students can understand a variety of spoken texts at a normal speed and with different accents so that they can complete a variety of listening tasks and they can understand the gist as well as details of events, opinions, emotions and attitudes. They use different strategies including their linguistic knowledge and the context to work out unknown language. They independently listen to a variety of resources including TV, radio programmes, songs, films and native speakers.
Reading (including translation from Target Language into English)	Students can understand single words relating to a familiar topic of vocabulary.	Students can understand short phrases, sentences and questions.	Students can understand longer phrases, sentences and questions and pick out the key points as appropriate. The language used relates to one distinct topic. They are familiar with some high frequency phrases. They can translate short phrases accurately.	Students continue to understand longer phrases, sentences and questions and to pick out the key points, but the language used relates to more than one topic area. Students therefore need to use previously learnt language to be able to complete tasks, as well as the language which relates to the current topic. They can translate longer phrases, sentences and questions accurately.	Students can deal with more complex language and can use their knowledge of basic grammar to help with their understanding (e.g. different verb forms, negatives, comparatives etc). They can understand descriptions of events, opinions and wishes. They can translate longer phrases, sentences and questions accurately, but the language used relates to more than one topic area.	Students can understand written texts which relate to a wide range of topics, including some which relate to the wider world (e.g. environment). These written texts contain complex language and students use their knowledge of vocabulary from different topics to help them to complete the task set. They can summarize the gist of a longer text that contains some unfamiliar language. They can answer detailed questions that need an understanding of grammar. They can translate short (approx 35 words) texts which contain familiar language and require knowledge of basic grammar.	Students can successfully complete tasks relating to a variety of written texts which contain examples of complex structures (e.g. a range of tenses, a variety of verb forms, subordinate clauses etc). These written texts contain some unfamiliar language; although this language may not be understood in detail, students are able to get the gist of the passage and complete the set task. They can translate longer (approx 50 words) texts which contain mostly familiar language and require knowledge of more complex grammar, including a range of tenses.	Students can understand a variety of written texts, some of which may be authentic texts from target language countries and others containing several paragraphs. They understand nuances of opinions and feelings expressed by the writer. They use different strategies including their linguistic knowledge and the context to cope with any unknown language to complete tasks successfully. They may independently read a variety of resources including foreign cartoons, online news, blogs etc. They can translate with a good level of accuracy even when the texts contain unknown language.	Students can understand a variety of written texts and can understand the gist as well as details of events, opinions, emotions and attitudes. They use different strategies including their linguistic knowledge and the context to work out unknown language. They independently read a variety of resources including foreign cartoons, online news, blogs, and communication from native speakers. They can translate with a high level of accuracy even when the texts contain unknown language.

Modern Foreign Languages: Year 8 continued

Speaking	<p>Students can repeat single words with reasonably good pronunciation. They can say very few things, normally greetings and the names of some items relating to a familiar topic of vocabulary, but have problems forming sentences.</p>	<p>Students can say a few basic phrases, normally unlinked, relating to a familiar topic. They may need to be prompted in order to produce full sentences.</p>	<p>Students can speak with reasonable confidence about a few familiar topics. Their language has become more complex and they can now use a variety of structures in order to communicate more precisely, although accuracy may still be variable. They start to recognise grammar features or patterns that are specific to the TL. They can deal with unexpected questions to some extent.</p>	<p>Students can produce longer sentences using simple connectives, modifiers and basic adverbs (such as time words). They are confident at pronouncing high frequency words, and are beginning to adapt the language they know in order to express their ideas with some degree of success. Their accuracy with regards to grammatical features may be inconsistent. Although they may understand unexpected questions, they still have difficulty producing suitable answers.</p>	<p>Students can speak with reasonable confidence about a few familiar topics. Their language has become more complex and they can now use a variety of structures in order to communicate more precisely, although accuracy may still be variable. They start to recognise grammar features or patterns that are specific to the TL. They can deal with unexpected questions to some extent.</p>	<p>Students are able to communicate complex ideas or points of view, as well as describing events or situations in different tenses or time frames. They are able to move away from a strictly first person singular narrative. They also have developed strategies to cope with unknown language and can express themselves with a fair degree of success. Their pronunciation is mostly accurate, and they speak confidently and with little hesitation.</p>	<p>Students can speak fairly fluently about a variety of topics, and have learnt to rely on a number of strategies to deal with their linguistic limitations in a successful way. They are able to initiate and lead conversations, as well as to ask questions and to use more than one person's point of view. They speak confidently using complex grammar structures fairly competently.</p>	<p>Students communicate very confidently and with a high degree of spontaneity about many different topics. They use a wide range of vocabulary and grammar structures, including some complex items, mostly unambiguously. They're able to deal with unpredictable elements fairly successfully, and can take initiative as well as develop more elaborate answers without difficulty. Although they can still make mistakes, those are usually minor and very isolated. Their pronunciation is generally authentic.</p>	<p>Students can interact confidently and fluently in the target language. They can initiate, maintain and lead a conversation, asking and answering questions with spontaneity on a number of topics. They can successfully produce extended sequences of speech by manipulating the language in order to express ideas and points of view using a wide range of complex structures (including various tenses), vocabulary and idiomatic expressions although there may be minor mistakes. Their intonation and pronunciation are constantly of a high standard. They are keen to experiment with new language that they have heard. They also enjoy and take advantage of every opportunity to converse with native speakers.</p>
Writing (including translation from Target Language into English)	<p>Students can write/translate single words relating to a familiar topic of vocabulary.</p>	<p>Students can write/translate short phrases and sentences relating to a familiar topic of vocabulary.</p>	<p>Students start to write/translate longer phrases and sentences using a text book or their exercise book for support. The language used relates to one distinct topic. They are familiar with some high frequency phrases.</p>	<p>Students continue to write/translate longer sentences and express opinions using a text book or their exercise book for support but the language used relates to more than one topic area. Students therefore need to use previously learnt language to be able to complete tasks, as well as the language which relates to the current topic. When writing they make mistakes which impede communication and verb forms are not always accurate.</p>	<p>Students start to write in paragraphs which still relate to familiar topics and they can adapt a model to say what they want to say. They can express and justify opinions. They start to include more complex language in their work and they can use their knowledge of basic grammar to improve their work (e.g. different verb forms, negatives, comparatives etc.). They can translate short paragraphs which require some knowledge of grammar.</p>	<p>Students can develop ideas about a wide range of topics in longer paragraphs. They can express themselves clearly. Their work contain complex language (e.g. past, present and future tense) and students use a dictionary to look up unknown words to complete the task set. Their work is generally more accurate than inaccurate. They can translate short (approx 35 words) texts which contain familiar language and require knowledge of basic grammar.</p>	<p>Students can write longer and structured texts which contain examples of complex structures (e.g. a range of tenses, a variety of verb forms, subordinate clauses etc.). They convey a lot of information clearly and they express and explain ideas and points of view. They apply their knowledge of grammar to use unfamiliar language in new contexts although this may not always be perfectly accurate particularly in attempts at more complex sentences. Verb and tense formations are usually correct. They can translate longer (approx 50 words) texts which contain mostly familiar language and require knowledge of more complex grammar, including a range of tenses.</p>	<p>Students can write/translate long and structured pieces of work and they use their knowledge of grammar to use any unknown structures. They can convey information clearly, express and explain ideas and points of view. Their work contain unfamiliar language which is used efficiently and they can use a variety of appropriate vocabulary and structures. Verb tenses are used successfully. Their work is accurate, although there may still be some mistakes particularly in attempts at more complex sentences.</p>	<p>Students can write/translate confidently and fluidly in the target language and they may demonstrate a high level of imagination and flair. They can convey information clearly, explain & justify ideas, opinions and points of views. Their work is well organised and structured with a wide variety of well-chosen vocabulary & structures. Their writing is accurate and avoids repetition although there may be minor mistakes especially with more complex language. They can apply knowledge from other contexts and other subjects and they are not afraid of taking risks with the language. They are keen to use idiomatic expressions. They are aware of the choice of different registers and can apply the language in a new context. They independently use the dictionary and other reference material effectively to extend their knowledge and check their work.</p>

Modern Foreign Languages: Year 9

Listening	Students can understand single words relating to a familiar topic of vocabulary.	Students can understand short phrases, sentences and questions spoken slowly by the teacher or a native speaker.	Students can understand longer phrases, sentences and questions and pick out the key points as appropriate. The language used relates to one distinct topic. They are familiar with some high frequency phrases.	Students continue to understand longer phrases, sentences and questions and to pick out the key points, but the language used relates to more than one topic area. Students therefore need to use previously learnt language to be able to complete tasks, as well as the language which relates to the current topic.	Students can deal with more complex language and can use their knowledge of basic grammar to help with their understanding (e.g. different verb forms, negatives, comparatives etc). The listening material involves longer texts or dialogues which still relate to familiar topics.	Students can understand spoken texts which relate to a wide range of topics, including some which relate to the wider world (e.g. environment). These spoken texts contain complex language and students use their knowledge of vocabulary from different topics to help them to complete the task set. They can summarize the gist of a longer text that contains some unfamiliar language. They can answer detailed questions that need an understanding of grammar.	Students can successfully complete tasks relating to a variety of spoken texts which contain examples of complex structures (e.g. a range of tenses, a variety of verb forms, subordinate clauses etc). These spoken texts contain some unfamiliar language; although this language may not be understood in detail, students are able to get the gist of the passage and complete the set task.	Students can understand a variety of spoken texts at a near normal speed and which may contain different accents so that they can complete a variety of listening tasks. They use different strategies including their linguistic knowledge and the context to cope with any unknown language and to complete tasks successfully. They may independently listen to a variety of resources including TV, radio programmes, songs, films and native speakers.	Students can understand a variety of spoken texts at a normal speed and with different accents so that they can complete a variety of listening tasks and they can understand the gist as well as details of events, opinions, emotions and attitudes. They use different strategies including their linguistic knowledge and the context to work out unknown language. They independently listen to a variety of resources including TV, radio programmes, songs, films and native speakers.
Reading (including translation from Target Language into English)	Students can understand single words relating to a familiar topic of vocabulary.	Students can understand short phrases, sentences and questions.	Students can understand longer phrases, sentences and questions and pick out the key points as appropriate. The language used relates to one distinct topic. They are familiar with some high frequency phrases. They can translate short phrases accurately.	Students continue to understand longer phrases, sentences and questions and to pick out the key points, but the language used relates to more than one topic area. Students therefore need to use previously learnt language to be able to complete tasks, as well as the language which relates to the current topic. They can translate longer phrases, sentences and questions accurately.	Students can deal with more complex language and can use their knowledge of basic grammar to help with their understanding (e.g. different verb forms, negatives, comparatives etc). They can understand descriptions of events, opinions and wishes. They can translate longer phrases, sentences and questions accurately, but the language used relates to more than one topic area.	Students can understand written texts which relate to a wide range of topics, including some which relate to the wider world (e.g. environment). These written texts contain complex language and students use their knowledge of vocabulary from different topics to help them to complete the task set. They can summarize the gist of a longer text that contains some unfamiliar language. They can answer detailed questions that need an understanding of grammar. They can translate short (approx 35 words) texts which contain familiar language and require knowledge of basic grammar.	Students can successfully complete tasks relating to a variety of written texts which contain examples of complex structures (e.g. a range of tenses, a variety of verb forms, subordinate clauses etc). These written texts contain some unfamiliar language; although this language may not be understood in detail, students are able to get the gist of the passage and complete the set task. They can translate longer (approx 50 words) texts which contain mostly familiar language and require knowledge of more complex grammar, including a range of tenses.	Students can understand a variety of written texts, some of which may be authentic texts from target language countries and others containing several paragraphs. They understand nuances of opinions and feelings expressed by the writer. They use different strategies including their linguistic knowledge and the context to cope with any unknown language to complete tasks successfully. They may independently read a variety of resources including foreign cartoons, online news, blogs etc. They can translate with a good level of accuracy even when the texts contain unknown language.	Students can understand a variety of written texts and can understand the gist as well as details of events, opinions, emotions and attitudes. They use different strategies including their linguistic knowledge and the context to work out unknown language. They independently read a variety of resources including foreign cartoons, online news, blogs, and communication from native speakers. They can translate with a high level of accuracy even when the texts contain unknown language.

Modern Foreign Languages: Year 9 continued

Speaking	<p>Students can repeat single words with reasonably good pronunciation. They can say very few things, normally greetings and the names of some items relating to a familiar topic of vocabulary, but have problems forming sentences.</p>	<p>Students can say a few basic phrases, normally unlinked, relating to a familiar topic. They may need to be prompted in order to produce full sentences.</p>	<p>Students can speak with reasonable confidence about a few familiar topics. Their language has become more complex and they can now use a variety of structures in order to communicate more precisely, although accuracy may still be variable. They start to recognise grammar features or patterns that are specific to the TL. They can deal with unexpected questions to some extent.</p>	<p>Students can produce longer sentences using simple connectives, modifiers and basic adverbs (such as time words). They are confident at pronouncing high frequency words, and are beginning to adapt the language they know in order to express their ideas with some degree of success. Their accuracy with regards to grammatical features may be inconsistent. Although they may understand unexpected questions, they still have difficulty producing suitable answers.</p>	<p>Students can speak with reasonable confidence about a few familiar topics. Their language has become more complex and they can now use a variety of structures in order to communicate more precisely, although accuracy may still be variable. They start to recognise grammar features or patterns that are specific to the TL. They can deal with unexpected questions to some extent.</p>	<p>Students are able to communicate complex ideas or points of view, as well as describing events or situations in different tenses or time frames. They are able to move away from a strictly first person singular narrative. They also have developed strategies to cope with unknown language and can express themselves with a fair degree of success. Their pronunciation is mostly accurate, and they speak confidently and with little hesitation.</p>	<p>Students can speak fairly fluently about a variety of topics, and have learnt to rely on a number of strategies to deal with their linguistic limitations in a successful way. They are able to initiate and lead conversations, as well as to ask questions and to use more than one person's point of view. They speak confidently using complex grammar structures fairly competently.</p>	<p>Students communicate very confidently and with a high degree of spontaneity about many different topics. They use a wide range of vocabulary and grammar structures, including some complex items, mostly unambiguously. They're able to deal with unpredictable elements fairly successfully, and can take initiative as well as develop more elaborate answers without difficulty. Although they can still make mistakes, those are usually minor and very isolated. Their pronunciation is generally authentic.</p>	<p>Students can interact confidently and fluently in the target language. They can initiate, maintain and lead a conversation, asking and answering questions with spontaneity on a number of topics. They can successfully produce extended sequences of speech by manipulating the language in order to express ideas and points of view using a wide range of complex structures (including various tenses), vocabulary and idiomatic expressions although there may be minor mistakes. Their intonation and pronunciation are constantly of a high standard. They are keen to experiment with new language that they have heard. They also enjoy and take advantage of every opportunity to converse with native speakers.</p>
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