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| **Modern Foreign Languages** **KEY STAGE THREE ASSESSMENT FRAMEWORK, YEAR 7** |
| **Learning Focus**  | **Milestone 1** | **Milestone 2** | **Milestone 3** | **Milestone 4** | **Milestone 5**  |
| **Emerging** | **Developing** | **Securing** | **Mastering** | **Beyond** |
| **Listening** | **I can:**translate single words I hear into Englishmatch short phrases I hear to the English meaning or picturematch single words I hear to pictures | **I can:**understand basic classroom commandstranscribe simple words that I hear accuratelyanswer simple questions about what I hearmatch simple sentences I hear to the English meaning or pictureunderstand tenses | **I can:**understand basic classroom languagetranscribe phrases accurately most of the timetranslate phrases and simple sentences I hear into Englishpick out a few of the main points and simple opinions from a short spoken passage made up of familiar language, including the third person | **I can:**understand more complex classroom languageconfidently understand a spoken passage in the first and third personpick out the main points, opinions, and a few details from a spoken passage of familiar languageunderstand passages containing two tensestranscribe phrases containing unknown words | **I can:**use context and my own knowledge to work out the meaning of unfamiliar words I hearpick out the main points, opinions, and details from a longer spoken passageunderstand longer passages which contain a variety of tenses and structurestranscribe whole sentences |
| **Reading**  | **I can:**use my exercise book or a dictionary to find out the meaning of words with the help of my teacherread and match short phrases to the English meaning or pictureread and translate single words into Englishread and match single words to pictures | **I can:**use my exercise book or a dictionary to find out the meaning of words or some phrases independentlyread and translate phrases into English read and match simple sentences to the English meaning or picture | **I can:**read and translate a few sentences into Englishlook up unfamiliar words in a dictionarypick out a few of the main points and simple opinions from a short text made up of familiar language, including the third person | **I can:**read and translate a short text into English with the help of a dictionary or my exercise bookconfidently read and understand a text written in the first and third personpick out the main points, opinions, and a few details from a longer text made up of familiar languagetranslate longer sentences containing two tenses | **I can:**use context and my own knowledge to work out the meaning of unfamiliar wordspick out the main points, opinions and details from a longer text containing a variety of tenses and structurestranslate a short text (35 words) containing simple structures and three tensesread and understand short passages from a literary text or magazine article |
| **Speaking** | **I can:**say single words and phrasessay words when I see a picturerepeat words my teacher says | **I can:** say simple sentences, including some classroom language phrasesMy accent is good enough for my teacher to understand meremember what my teacher has taught me and answer questions, but I may make mistakes | **I can:**ask and answer more difficult questions, sometimes spontaneouslygive opinions My accent is easily understandableuse classroom language more oftenstart to talk about other people using the third person | **I can/am:**take part in a short conversationgive and justify my own opinionsMy accent is usually goodquite confidently speak in the first and third personuse my knowledge of grammar to create my own sentences with some help from my teacherbecoming more spontaneousstarting to use the TL meaningfully for classroom routine purposesuse two tenses | **I can/am:**take part in a longer conversationgive and justify my own opinionsspeak with a generally good accent and some intonationconfidently speak in the first and third personquite spontaneous with my questions and answers, and classroom interactioncreate my own sentences more independentlyvary the language I use, and can use three tenses |
| **Writing**  | **I can:** copy single words and phraseschoose words to complete a short phraselabel picturestranslate short phrases into the target language | **I can:**write words and phrases from memory without making too many mistakestranscribe words when I hear them, although I may make mistakeswrite short sentences following a model from my teachertranslate short sentences using “I” into the target language | **I can/am:**write longer sentences and give opinions, sometimes spontaneouslywrite sentences from memory, and my spelling is easily understandablegetting more accurate when I transcribe what I hear or translate in the TLstarting to write about other people using the third person | **I can:**write a short paragraphgive my own opinions and justify themuse conjunctions to make my sentences more complexMy spelling is usually gooduse my knowledge of grammar to create my own sentences with some help from my teacherquite confidently write in the first and third personwrite sentences with increasing spontaneityWhen transcribing and translating into the Target Language, I may still make mistakes, but my work is mainly correctuse two different tensestranslate short sentences using “I” in two tenses into the Target Language | **I can:**write a longer paragraphgive my own opinions and justify themuse conjunctions to make my sentences more complexMy spelling is generally gooduse my knowledge of grammar to create my own sentences independently, with help from dictionaries and glossariesconfidently write in the first and third personwrite sentences with increasing spontaneity, without the help of resourcesWhen transcribing and translating into the Target Language, my work is mainly correctincorporate a wider range of structures and vocabulary, and three tensestranslate sentences using “I” in three tenses into the Target Language |

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| **Modern Foreign Languages** **KEY STAGE THREE ASSESSMENT FRAMEWORK, YEAR 8** |
| **Learning Focus**  | **Milestone 1** | **Milestone 2** | **Milestone 3** | **Milestone 4** | **Milestone 5**  |
| **Emerging** | **Developing** | **Securing** | **Mastering** | **Beyond** |
| **Listening** | **I can:**understand basic classroom commandstranscribe simple words that I hear accuratelyanswer simple questions about what I hearmatch simple sentences I hear to the English meaning or pictureunderstand tenses | **I can:**understand basic classroom languagetranscribe phrases accurately most of the timetranslate phrases and simple sentences I hear into Englishpick out a few of the main points and simple opinions from a short spoken passage made up of familiar language, including the third person | **I can:**understand more complex classroom languageconfidently understand a spoken passage in the first and third personpick out the main points, opinions, and a few details from a spoken passage of familiar languageunderstand passages containing two tensestranscribe phrases containing unknown words | **I can:**use context and my own knowledge to work out the meaning of unfamiliar words I hearpick out the main points, opinions, and details from a longer spoken passageunderstand longer passages which contain a variety of tenses and structurestranscribe whole sentences | **I can:** pick out the main points, opinions, and most/all specific details from a longer and more complex spoken passage on different topics, including the past, present AND future tensestranscribe whole sentences containing two tenses and unknown words |
| **Reading**  | **I can:**use my exercise book or a dictionary to find out the meaning of words or some phrases independentlyread and translate phrases into English read and match simple sentences to the English meaning or picture | **I can:**read and translate a few sentences into Englishlook up unfamiliar words in a dictionarypick out a few of the main points and simple opinions from a short text made up of familiar language, including the third person | **I can:**read and translate a short text into English with the help of a dictionary or my exercise bookconfidently read and understand a text written in the first and third personpick out the main points, opinions, and a few details from a longer text made up of familiar languagetranslate longer sentences containing two tenses | **I can:**use context and my own knowledge to work out the meaning of unfamiliar wordspick out the main points, opinions and details from a longer text containing a variety of tenses and structurestranslate a short text (35 words) containing simple structures and three tensesread and understand short passages from a literary text or magazine article | **I can:** read and translate sentences into English using the past and future tensespick out the main points, opinions, and most/all specific details from a longer and more complex text on different topics, including the past, present AND future tensesI can translate a text (50 words) containing complex structures, and a variety of tenses and vocabulary, with fair accuracy |
| **Speaking** | **I can:** say simple sentences, including some classroom language phrasesMy accent is good enough for my teacher to understand meremember what my teacher has taught me and answer questions, but I may make mistakes | **I can:**ask and answer more difficult questions, sometimes spontaneouslygive opinions My accent is easily understandableuse classroom language more oftenstart to talk about other people using the third person | **I can/am:**take part in a short conversationgive and justify my own opinionsMy accent is usually goodquite confidently speak in the first and third personuse my knowledge of grammar to create my own sentences with some help from my teacherbecoming more spontaneousstarting to use the TL meaningfully for classroom routine purposesuse two tenses | **I can/am:**take part in a longer conversationgive and justify my own opinionsspeak with a generally good accent and some intonationconfidently speak in the first and third personquite spontaneous with my questions and answers, and classroom interactioncreate my own sentences more independentlyvary the language I use, and can use three tenses | **I can:** give a presentation or take part in a longer conversationuse a variety of structures to create detailed and extended answersrefer to something in the past and the future tenseaccent is good and my intonation shows some confidencespontaneous with my spoken language and classroom interactionsound natural, even if my accuracy is not perfectoccasionally narrate eventsuse more complex linguistic structures and more varied vocabulary and tenses |
| **Writing**  | **I can:**write words and phrases from memory without making too many mistakestranscribe words when I hear them, although I may make mistakeswrite short sentences following a model from my teachertranslate short sentences using “I” into the target language | **I can/am:**write longer sentences and give opinions, sometimes spontaneouslywrite sentences from memory, and my spelling is easily understandablegetting more accurate when I transcribe what I hear or translate in the TLstarting to write about other people using the third person | **I can:**write a short paragraphgive my own opinions and justify themuse conjunctions to make my sentences more complexMy spelling is usually gooduse my knowledge of grammar to create my own sentences with some help from my teacherquite confidently write in the first and third personwrite sentences with increasing spontaneityWhen transcribing and translating into the Target Language, I may still make mistakes, but my work is mainly correctuse two different tensestranslate short sentences using “I” in two tenses into the Target Language | **I can:**write a longer paragraphgive my own opinions and justify themuse conjunctions to make my sentences more complexMy spelling is generally gooduse my knowledge of grammar to create my own sentences independently, with help from dictionaries and glossariesconfidently write in the first and third personwrite sentences with increasing spontaneity, without the help of resourcesWhen transcribing and translating into the Target Language, my work is mainly correctincorporate a wider range of structures and vocabulary, and three tensestranslate sentences using “I” in three tenses into the Target Language | **I can:** produce a detailed, extended piece of writing using a variety of structures, tenses and vocabularyrefer to something in the past and the futureask questions in my writingMy use of more complex grammar shows some confidenceWhen transcribing and translating more difficult sentences into the TL, my work is mainly correct – I only make a few mistakes with verb formstranslate sentences using “I”, “he”, and “she” in three tenses into the TL |

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| **Modern Foreign Languages****KEY STAGE THREE ASSESSMENT FRAMEWORK, YEAR 9**  |
| **Learning Focus** | **Milestone 1** | **Milestone 2** | **Milestone 3** | **Milestone 4** | **Milestone 5**  |
| **Emerging** | **Developing** | **Securing** | **Mastering** | **Beyond** |
| **Listening** | **I can:**understand basic classroom commandstranscribe simple words that I hear accuratelyanswer simple questions about what I hearmatch simple sentences I hear to the English meaning or pictureunderstand tenses | **I can:**understand basic classroom languagetranscribe phrases accurately most of the timetranslate phrases and simple sentences I hear into Englishpick out a few of the main points and simple opinions from a short spoken passage made up of familiar language, including the third person | **I can:**understand more complex classroom languageconfidently understand a spoken passage in the first and third personpick out the main points, opinions, and a few details from a spoken passage of familiar languageunderstand passages containing two tensestranscribe phrases containing unknown words | **I can:**use context and my own knowledge to work out the meaning of unfamiliar words I hearpick out the main points, opinions, and details from a longer spoken passageunderstand longer passages which contain a variety of tenses and structurestranscribe whole sentences | **I can:** listen to authentic material of my own choosing to improve my listening skillspick out information from longer spoken passages on unfamiliar topicsunderstand detailed passages which contain a wide variety of tenses, structures and topic areastranscribe whole sentences containing three tenses and unknown words |
| **Reading**  | **I can:**use my exercise book or a dictionary to find out the meaning of words or some phrases independentlyread and translate phrases into English read and match simple sentences to the English meaning or picture | **I can:**read and translate a few sentences into Englishlook up unfamiliar words in a dictionarypick out a few of the main points and simple opinions from a short text made up of familiar language, including the third person | **I can:**read and translate a short text into English with the help of a dictionary or my exercise bookconfidently read and understand a text written in the first and third personpick out the main points, opinions, and a few details from a longer text made up of familiar languagetranslate longer sentences containing two tenses | **I can:**use context and my own knowledge to work out the meaning of unfamiliar wordspick out the main points, opinions and details from a longer text containing a variety of tenses and structurestranslate a short text (35 words) containing simple structures and three tensesread and understand short passages from a literary text or magazine article | **I can:** scan much longer texts to pick out information on unfamiliar topicschoose texts that interest me to read on my ownunderstand detailed passages containing a variety of tenses, structures and topic areastranslate a text (50 words) containing complex structures, and a variety of tenses and vocabulary, with good accuracy |
| **Speaking** | **I can:** say simple sentences, including some classroom language phrasesMy accent is good enough for my teacher to understand meremember what my teacher has taught me and answer questions, but I may make mistakes | **I can:**ask and answer more difficult questions, sometimes spontaneouslygive opinions My accent is easily understandableuse classroom language more oftenstart to talk about other people using the third person | **I can/am:**take part in a short conversationgive and justify my own opinionsMy accent is usually goodquite confidently speak in the first and third personuse my knowledge of grammar to create my own sentences with some help from my teacherbecoming more spontaneousstarting to use the TL meaningfully for classroom routine purposesuse two tenses | **I can/am:**take part in a longer conversationgive and justify my own opinionsspeak with a generally good accent and some intonationconfidently speak in the first and third personquite spontaneous with my questions and answers, and classroom interactioncreate my own sentences more independentlyvary the language I use, and can use three tenses | **I can/am:** give a presentation or take part in a longer conversationuse a wider variety of structures to create detailed, extended answers which show a secure knowledge of grammarrefer to something in the past and the future tenseMy accent is good and my intonation shows confidencespontaneous with my spoken language and classroom interactionsound naturalimaginative when describing what I seenarrate eventsconvey information clearly, giving and explaining opinions |
| **Writing**  | **I can:**write words and phrases from memory without making too many mistakestranscribe words when I hear them, although I may make mistakeswrite short sentences following a model from my teachertranslate short sentences using “I” into the target language | **I can/am:**write longer sentences and give opinions, sometimes spontaneouslywrite sentences from memory, and my spelling is easily understandablegetting more accurate when I transcribe what I hear or translate in the TLstarting to write about other people using the third person | **I can:**write a short paragraphgive my own opinions and justify themuse conjunctions to make my sentences more complexMy spelling is usually gooduse my knowledge of grammar to create my own sentences with some help from my teacherquite confidently write in the first and third personwrite sentences with increasing spontaneityWhen transcribing and translating into the Target Language, I may still make mistakes, but my work is mainly correctuse two different tensestranslate short sentences using “I” in two tenses into the Target Language | **I can:**write a longer paragraphgive my own opinions and justify themuse conjunctions to make my sentences more complexMy spelling is generally gooduse my knowledge of grammar to create my own sentences independently, with help from dictionaries and glossariesconfidently write in the first and third personwrite sentences with increasing spontaneity, without the help of resourcesWhen transcribing and translating into the Target Language, my work is mainly correctincorporate a wider range of structures and vocabulary, and three tensestranslate sentences using “I” in three tenses into the Target Language | **I can:**produce a detailed, extended piece of writing using a variety of structuresmake several references to something in the past and the futureask questions in my writingMy use of more complex grammar is secureWhen transcribing and translating more difficult sentences into the TL, my work is correct, I only make minor mistakes with verb formswrite creatively to express and justify ideas and opinionsI can translate complex sentences using “I”, “she”, and “he” in three tenses into the TL accurately |