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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 English  match short phrases I hear to the English meaning or picture  match single words I hear to pictures | **I can:**  understand basic classroom commands  transcribe simple words that I hear accurately  answer simple questions about what I hear  match simple sentences I hear to the English meaning or picture  understand tenses | **I can:**  understand basic classroom language  transcribe phrases accurately most of the time  translate phrases and simple sentences I hear into English  pick 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 language  confidently understand a spoken passage in the first and third person  pick out the main points, opinions, and a few details from a spoken passage of familiar language  understand passages containing two tenses  transcribe phrases containing unknown words | **I can:**  use context and my own knowledge to work out the meaning of unfamiliar words I hear  pick out the main points, opinions, and details from a longer spoken passage  understand longer passages which contain a variety of tenses and structures  transcribe whole sentences |
| **Reading** | **I can:**  use my exercise book or a dictionary to find out the meaning of words with the help of my teacher  read and match short phrases to the English meaning or picture  read and translate single words into English  read 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 independently  read 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 English  look up unfamiliar words in a dictionary  pick 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 book  confidently read and understand a text written in the first and third person  pick out the main points, opinions, and a few details from a longer text made up of familiar language  translate longer sentences containing two tenses | **I can:**  use context and my own knowledge to work out the meaning of unfamiliar words  pick out the main points, opinions and details from a longer text containing a variety of tenses and structures  translate a short text (35 words) containing simple structures and three tenses  read and understand short passages from a literary text or magazine article |
| **Speaking** | **I can:**  say single words and phrases  say words when I see a picture  repeat words my teacher says | **I can:**  say simple sentences, including some classroom language phrases  My accent is good enough for my teacher to understand me  remember what my teacher has taught me and answer questions, but I may make mistakes | **I can:**  ask and answer more difficult questions, sometimes spontaneously  give opinions  My accent is easily understandable  use classroom language more often  start to talk about other people using the third person | **I can/am:**  take part in a short conversation  give and justify my own opinions  My accent is usually good  quite confidently speak in the first and third person  use my knowledge of grammar to create my own sentences with some help from my teacher  becoming more spontaneous  starting to use the TL meaningfully for classroom routine purposes  use two tenses | **I can/am:**  take part in a longer conversation  give and justify my own opinions  speak with a generally good accent and some intonation  confidently speak in the first and third person  quite spontaneous with my questions and answers, and classroom interaction  create my own sentences more independently  vary the language I use, and can use three tenses |
| **Writing** | **I can:**  copy single words and phrases  choose words to complete a short phrase  label pictures  translate short phrases into the target language | **I can:**  write words and phrases from memory without making too many mistakes  transcribe words when I hear them, although I may make mistakes  write short sentences following a model from my teacher  translate short sentences using “I” into the target language | **I can/am:**  write longer sentences and give opinions, sometimes spontaneously  write sentences from memory, and my spelling is easily understandable  getting more accurate when I transcribe what I hear or translate in the TL  starting to write about other people using the third person | **I can:**  write a short paragraph  give my own opinions and justify them  use conjunctions to make my sentences more complex  My spelling is usually good  use my knowledge of grammar to create my own sentences with some help from my teacher  quite confidently write in the first and third person  write sentences with increasing spontaneity  When transcribing and translating into the Target Language, I may still make mistakes, but my work is mainly correct  use two different tenses  translate short sentences using “I” in two tenses into the Target Language | **I can:**  write a longer paragraph  give my own opinions and justify them  use conjunctions to make my sentences more complex  My spelling is generally good  use my knowledge of grammar to create my own sentences independently, with help from dictionaries and glossaries  confidently write in the first and third person  write sentences with increasing spontaneity, without the help of resources  When transcribing and translating into the Target Language, my work is mainly correct  incorporate a wider range of structures and vocabulary, and three tenses  translate 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 commands  transcribe simple words that I hear accurately  answer simple questions about what I hear  match simple sentences I hear to the English meaning or picture  understand tenses | **I can:**  understand basic classroom language  transcribe phrases accurately most of the time  translate phrases and simple sentences I hear into English  pick 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 language  confidently understand a spoken passage in the first and third person  pick out the main points, opinions, and a few details from a spoken passage of familiar language  understand passages containing two tenses  transcribe phrases containing unknown words | **I can:**  use context and my own knowledge to work out the meaning of unfamiliar words I hear  pick out the main points, opinions, and details from a longer spoken passage  understand longer passages which contain a variety of tenses and structures  transcribe 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 tenses  transcribe 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 independently  read 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 English  look up unfamiliar words in a dictionary  pick 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 book  confidently read and understand a text written in the first and third person  pick out the main points, opinions, and a few details from a longer text made up of familiar language  translate longer sentences containing two tenses | **I can:**  use context and my own knowledge to work out the meaning of unfamiliar words  pick out the main points, opinions and details from a longer text containing a variety of tenses and structures  translate a short text (35 words) containing simple structures and three tenses  read and understand short passages from a literary text or magazine article | **I can:**  read and translate sentences into English using the past and future tenses  pick 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 tenses  I 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 phrases  My accent is good enough for my teacher to understand me  remember what my teacher has taught me and answer questions, but I may make mistakes | **I can:**  ask and answer more difficult questions, sometimes spontaneously  give opinions  My accent is easily understandable  use classroom language more often  start to talk about other people using the third person | **I can/am:**  take part in a short conversation  give and justify my own opinions  My accent is usually good  quite confidently speak in the first and third person  use my knowledge of grammar to create my own sentences with some help from my teacher  becoming more spontaneous  starting to use the TL meaningfully for classroom routine purposes  use two tenses | **I can/am:**  take part in a longer conversation  give and justify my own opinions  speak with a generally good accent and some intonation  confidently speak in the first and third person  quite spontaneous with my questions and answers, and classroom interaction  create my own sentences more independently  vary the language I use, and can use three tenses | **I can:**  give a presentation or take part in a longer conversation  use a variety of structures to create detailed and extended answers  refer to something in the past and the future tense  accent is good and my intonation shows some confidence  spontaneous with my spoken language and classroom interaction  sound natural, even if my accuracy is not perfect  occasionally narrate events  use more complex linguistic structures and more varied vocabulary and tenses |
| **Writing** | **I can:**  write words and phrases from memory without making too many mistakes  transcribe words when I hear them, although I may make mistakes  write short sentences following a model from my teacher  translate short sentences using “I” into the target language | **I can/am:**  write longer sentences and give opinions, sometimes spontaneously  write sentences from memory, and my spelling is easily understandable  getting more accurate when I transcribe what I hear or translate in the TL  starting to write about other people using the third person | **I can:**  write a short paragraph  give my own opinions and justify them  use conjunctions to make my sentences more complex  My spelling is usually good  use my knowledge of grammar to create my own sentences with some help from my teacher  quite confidently write in the first and third person  write sentences with increasing spontaneity  When transcribing and translating into the Target Language, I may still make mistakes, but my work is mainly correct  use two different tenses  translate short sentences using “I” in two tenses into the Target Language | **I can:**  write a longer paragraph  give my own opinions and justify them  use conjunctions to make my sentences more complex  My spelling is generally good  use my knowledge of grammar to create my own sentences independently, with help from dictionaries and glossaries  confidently write in the first and third person  write sentences with increasing spontaneity, without the help of resources  When transcribing and translating into the Target Language, my work is mainly correct  incorporate a wider range of structures and vocabulary, and three tenses  translate 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 vocabulary  refer to something in the past and the future  ask questions in my writing  My use of more complex grammar shows some confidence  When transcribing and translating more difficult sentences into the TL, my work is mainly correct – I only make a few mistakes with verb forms  translate 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 commands  transcribe simple words that I hear accurately  answer simple questions about what I hear  match simple sentences I hear to the English meaning or picture  understand tenses | **I can:**  understand basic classroom language  transcribe phrases accurately most of the time  translate phrases and simple sentences I hear into English  pick 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 language  confidently understand a spoken passage in the first and third person  pick out the main points, opinions, and a few details from a spoken passage of familiar language  understand passages containing two tenses  transcribe phrases containing unknown words | **I can:**  use context and my own knowledge to work out the meaning of unfamiliar words I hear  pick out the main points, opinions, and details from a longer spoken passage  understand longer passages which contain a variety of tenses and structures  transcribe whole sentences | **I can:**  listen to authentic material of my own choosing to improve my listening skills  pick out information from longer spoken passages on unfamiliar topics  understand detailed passages which contain a wide variety of tenses, structures and topic areas  transcribe 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 independently  read 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 English  look up unfamiliar words in a dictionary  pick 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 book  confidently read and understand a text written in the first and third person  pick out the main points, opinions, and a few details from a longer text made up of familiar language  translate longer sentences containing two tenses | **I can:**  use context and my own knowledge to work out the meaning of unfamiliar words  pick out the main points, opinions and details from a longer text containing a variety of tenses and structures  translate a short text (35 words) containing simple structures and three tenses  read and understand short passages from a literary text or magazine article | **I can:**  scan much longer texts to pick out information on unfamiliar topics  choose texts that interest me to read on my own  understand detailed passages containing a variety of tenses, structures and topic areas  translate 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 phrases  My accent is good enough for my teacher to understand me  remember what my teacher has taught me and answer questions, but I may make mistakes | **I can:**  ask and answer more difficult questions, sometimes spontaneously  give opinions  My accent is easily understandable  use classroom language more often  start to talk about other people using the third person | **I can/am:**  take part in a short conversation  give and justify my own opinions  My accent is usually good  quite confidently speak in the first and third person  use my knowledge of grammar to create my own sentences with some help from my teacher  becoming more spontaneous  starting to use the TL meaningfully for classroom routine purposes  use two tenses | **I can/am:**  take part in a longer conversation  give and justify my own opinions  speak with a generally good accent and some intonation  confidently speak in the first and third person  quite spontaneous with my questions and answers, and classroom interaction  create my own sentences more independently  vary the language I use, and can use three tenses | **I can/am:**  give a presentation or take part in a longer conversation  use a wider variety of structures to create detailed, extended answers which show a secure knowledge of grammar  refer to something in the past and the future tense  My accent is good and my intonation shows confidence  spontaneous with my spoken language and classroom interaction  sound natural  imaginative when describing what I see  narrate events  convey information clearly, giving and explaining opinions |
| **Writing** | **I can:**  write words and phrases from memory without making too many mistakes  transcribe words when I hear them, although I may make mistakes  write short sentences following a model from my teacher  translate short sentences using “I” into the target language | **I can/am:**  write longer sentences and give opinions, sometimes spontaneously  write sentences from memory, and my spelling is easily understandable  getting more accurate when I transcribe what I hear or translate in the TL  starting to write about other people using the third person | **I can:**  write a short paragraph  give my own opinions and justify them  use conjunctions to make my sentences more complex  My spelling is usually good  use my knowledge of grammar to create my own sentences with some help from my teacher  quite confidently write in the first and third person  write sentences with increasing spontaneity  When transcribing and translating into the Target Language, I may still make mistakes, but my work is mainly correct  use two different tenses  translate short sentences using “I” in two tenses into the Target Language | **I can:**  write a longer paragraph  give my own opinions and justify them  use conjunctions to make my sentences more complex  My spelling is generally good  use my knowledge of grammar to create my own sentences independently, with help from dictionaries and glossaries  confidently write in the first and third person  write sentences with increasing spontaneity, without the help of resources  When transcribing and translating into the Target Language, my work is mainly correct  incorporate a wider range of structures and vocabulary, and three tenses  translate sentences using “I” in three tenses into the Target Language | **I can:**  produce a detailed, extended piece of writing using a variety of structures  make several references to something in the past and the future  ask questions in my writing  My use of more complex grammar is secure  When transcribing and translating more difficult sentences into the TL, my work is correct, I only make minor mistakes with verb forms  write creatively to express and justify ideas and opinions  I can translate complex sentences using “I”, “she”, and “he” in three tenses into the TL accurately |