

# Languages Assessment Framework

## Listening and Speaking

|  | KS2 PoS   | KS3 PoS  |   |   |  |   |
|--|---|--|---|---|--|---|
|  | <b>Listening</b>  | <b>Listening</b>   | <b>1</b>  | <b>2</b>  | <b>3</b>   | <b>4 (A1)</b>   |
| <b>L1<br/>Listening<br/>and<br/>responding</b> | <b>Listen attentively</b> and show understanding by <b>joining in</b> and <b>responding</b>   | <b>Listen to a variety of forms</b> of spoken language to obtain <b>information</b> and <b>respond appropriately</b>   | Can understand and respond to a few familiar spoken words and short phrases, spoken slowly and clearly.<br><br>Can follow along and repeat key words from a song, rhyme or poem.                    | Can understand and respond to a range of familiar spoken words and short phrases.<br><br>Can join in the re-telling / playing of a familiar story, song, rhyme or poem using gestures or by saying key words and phrases. | Can understand the main points of a short spoken passage made up of a few familiar words and phrases, delivered slowly and clearly.<br><br>Can join in with familiar short songs, rhymes or poems, or parts of them. | Can understand a short passage made up of familiar words and basic phrases concerning self, people, places or simple actions when people speak slowly and clearly.<br><br>Can produce from memory familiar parts of known stories, songs, rhymes and poems when listening to the source material. |
| <b>L2 Sounds<br/>and<br/>writing</b>           | <b>Link the spelling, sound and meaning</b> of words  | <b>Transcribe words and short sentences</b> that they hear with <b>increasing accuracy</b>   | Can recall key phonics words (and gestures), and read them aloud with good pronunciation.   | Can recognise and match key sounds and words that rhyme.  | Can write high-frequency familiar words from his/her oral vocabulary when s/he hears them spoken slowly and clearly, with understandable spelling.   | Can write individual words accurately, building them from written syllables.<br>OR<br>Can write individual words from his/her oral vocabulary, with understandable spelling, when delivery is slow, clear and repeated.   |
|  | <b>Speaking</b>   | <b>Speaking</b>  | <b>1</b>  | <b>2</b>  | <b>3</b>   | <b>4 (A1)</b>   |
| <b>S1<br/>Interaction</b>                      | <b>Ask and answer questions</b><br><b>Express opinions and respond</b> to those of others   | <b>Initiate and develop conversations</b> , coping with <b>unfamiliar language</b> and <b>unexpected responses</b> , making use of important social conventions such as <b>formal modes of address</b> | Can ask and answer simple pre-learned questions from memory.<br><br><i>May be restricted to a couple of topics covered in class.<br/>May not understand the formation of questions and answers.</i> | Can rehearse and perform short role plays drawing on one topic, with several exchanges and secure pronunciation.<br><br><i>May still not understand how to form questions / answers independently.</i>                    | Can ask and answer simple questions on the current topic.<br>Can adapt models successfully to give own information, including simple opinions, substituting individual words.  | Can ask and answer simple questions on a few very familiar topics, including expressing opinions and responding to those of others.<br><br>Can use a repertoire of classroom language with teacher and peers.   |
|  | <b>Ask for clarification and help</b>   |  | Can indicate that there is a problem using a pre-learned phrase.  | Can use simple pre-learned words and phrases for routine situations.  | Can use several short phrases and questions in predictable classroom interaction.  |   |
| <b>S2<br/>Production</b>                       | <b>Speak in sentences</b><br><b>Describe people, places, things and actions orally</b> (to a range of audiences)                                | <b>Express and develop ideas clearly</b> and with <b>increasing accuracy</b> , both orally and in writing  | Can repeat and say familiar words and short simple phrases, using understandable pronunciation.   | Can produce short pre-prepared phrases on a familiar topic, with secure pronunciation.  | Can produce some short phrases independently (without written support) within a familiar topic, with good pronunciation.   | Can use simple phrases and sentences independently to describe people, places, things and actions, with good pronunciation.<br><br>Can read words and phrases from his/her oral vocabulary (as well as some new words) aloud with understandable pronunciation, applying phonics knowledge.       |
|  | <b>Develop accurate pronunciation and intonation</b> so that others understand when they are reading aloud or using familiar words and phrases* | Speak coherently and confidently, with <b>increasingly accurate pronunciation</b> and <b>intonation</b>  | Can read aloud some very familiar words and short phrases with accurate pronunciation   | Can match sound to print, by reading aloud familiar words and phrases.  | Can read short phrases accurately that contain mostly familiar language.   |   |

| <b>Listening</b>                   | <b>5</b>   | <b>6</b>   | <b>7 (A2)</b>  | <b>8</b>  | <b>9</b>  | <b>10 (EP)</b>  |
|------------------------------------|--|--|--|---|---|---|
| <b>L1 Listening and responding</b> | Can understand the details in a short passage or dialogue (approx. 30 words, 3-5 utterances) on a few familiar topics with predictable information contained in simple sentences, spoken slowly and clearly. | Can understand passages or dialogues of approx. 50 words, spoken clearly and more slowly than normal native speaker speed, containing predictable information.<br><br><i>Utterances may have more than one clause (including reasons for opinions), and passages draw on a range of vocabulary and structures from two - three familiar topics, which could include two time frames.</i> | Can understand and extract the essential information from passages or dialogues of approx. 80 words, spoken clearly and more slowly than normal native speaker speed, containing predictable information.<br><br><i>Passages may include a range of structures including several time frames, and vocabulary from four-five familiar topics.</i> | Can understand longer passages or dialogues of approx. 100 words, which may contain a couple of unpredictable elements, but are delivered clearly and at slower than normal native speaker speed.<br><br>Can infer meaning (from context or tone of voice) of individual unfamiliar words.<br><br><i>Passages may include a range of time frames and other key structures (modals, a variety of 2-clause utterances, comparatives, superlatives, etc.) drawn from several topics, including those from previous years of study.</i> | Can understand longer passages or dialogues of approx. 125 words, which may contain a few unpredictable elements, a little slower than normal native speaker speed, and passages of familiar language at near-normal speed.<br><br>Can infer meaning (from context or tone of voice) of a limited amount of unfamiliar language.<br><br><i>Passages may include different time frames and a range of structures, which draw on topics covered previously.</i> | Can understand extended passages or dialogues spoken clearly at near-normal speed (approx. 150 words) which contain some unpredictable elements.<br><br>Can understand some unfamiliar language, inferring meaning from context, tone of voice and/or surrounding language.<br><br><i>Passages may include different time frames, points of view (opinions, reasons and justifications) drawn from a range of topic areas, including those studied in previous years.</i> |
| <b>L2 Sounds and writing</b>       | Can write down words spelled out slowly and clearly in the FL alphabet, and can write individual known words s/he hears with some success.   | Can record single word answers in the FL that communicate successfully, and are made up of familiar language from his/her repertoire.  | Can write with reasonable phonetic accuracy (but not necessarily fully standard spelling) short words that are in his/her oral vocabulary.   | Can note short phrases in the FL which communicate without ambiguity.   | Can note short phrase answers in the FL which communicate with a reasonable degree of accuracy.   | Can take notes in the foreign language, with sufficient accuracy to communicate meaning clearly and accurately, though not flawlessly.  |

| <b>Speaking</b>       | <b>5</b>   | <b>6</b>  | <b>7 (A2)</b>  | <b>8</b>   | <b>9</b>  | <b>10 (EP)</b>   |
|-----------------------|--|---|--|--|---|--|
| <b>S1 Interaction</b> | Can ask and answer pre-learned, memorised questions, which may involve formal and informal modes of address.<br><br>Can adapt familiar question forms to vary questions, with some hesitation.       | Can ask and answer using an increased number of chunks and phrases across 3-4 topics, using formal and informal modes of address.<br><br>Can use key high-frequency verb forms with a combination of different question words to produce new questions spontaneously, with pauses for planning. | Can interact confidently within the familiar context of 4-5 topics covered; this includes asking a range of questions independently, selecting the correct mode of address.<br><br>Can make him/herself understood in straightforward, concrete spontaneous interactions, although pauses, false starts and reformulations are very evident. | Can take part in multi-exchange conversations on familiar topics, including those covered in previous years, constructing questions independently (using the correct mode of address).<br><br>Can construct responses independently, using a variety of vocabulary and structures. Where language and topic are familiar, responses are ready, but pausing is more frequent when new formulations are attempted. | Can initiate and ask a range of questions confidently and appropriately to extend conversations (2-3 minutes) with the teacher or peers, using the correct mode of address.<br><br>Can give and understand some more developed responses on a range of topics, which go beyond personal, everyday issues, and may involve some abstract language. There will be frequent hesitation to plan utterances, the message may be compromised but s/he makes him/herself understood. | Can ask an extended range of questions confidently and spontaneously, including more complex questions involving different time frames, and using the correct mode of address.<br><br>Can engage in longer stretches of unplanned conversation on familiar topics, showing the ability to cope with unexpected questions or responses. There will be pauses for planning and repair.(4-5 mins) |
|                       | Can use an increasing range of pre-learned classroom language to interact with teacher and peers.  | Can adapt pre-learnt classroom language for some routine classroom communication.   | Can use the FL to interact routinely with teacher and peers in predictable situations.   | Can generate spontaneous comments appropriately in routine classroom interaction.  | Can use the FL to ask and answer questions about the learning in most situations.   | Can use the FL, making him/herself understood, for almost all communication in the languages classroom.  |
| <b>S2 Production</b>  | Can adapt models successfully to convey information from two-three topics covered.   | Can combine pre-learnt chunks with new elements to communicate new meanings, drawing on 3-4 topics.   | Can express ideas, opinions, reasons and factual information in more than one time frame, and without referring to notes, though there may be some hesitation and some inaccuracy.   | Can express ideas independently, using a variety of learnt vocabulary and structures. Where language and topic are familiar, production is ready.  | Can adapt learnt language to express new personal meanings, including when using a variety of structures.   | Can generate their own language rather than that of the teacher or text book, and can use familiar language fluently and accurately across the full range of KS3 topics; there is greater hesitation and inaccuracy when more ambitious language is attempted spontaneously.   |
|                       | Can pronounce known language well, and can read unknown words aloud, applying phonics knowledge with some degree of success, with allowance made for anticipated difficulties (e.g. silent letters). | Can read phrases and short texts aloud, slowly and carefully, applying knowledge of the sound-writing relationship with some consistency.   | Can read aloud with understandable pronunciation when reading text that includes some unfamiliar language and can speak with good pronunciation across a range of vocabulary and structures.   | Can pronounce consistently well when reading aloud, including unfamiliar language.   | Can use mostly good pronunciation and intonation when reading aloud a variety of types of written text, including literary texts.   | Can use consistently very good pronunciation and intonation, across a variety of text types and including unfamiliar language.   |

# Languages Assessment Framework

## Reading and Writing

|  | KS2 PoS   | KS3 PoS  |   |   |   |   |
|--|---|--|---|---|---|---|
|  | <b>Reading</b>  | <b>Reading</b>   | <b>1</b>  | <b>2</b>  | <b>3</b>  | <b>4 (A1)</b>   |
| <b>R1 / R2<br/>Reading<br/>and<br/>responding</b>          | read and show understanding of <b>words, phrases and simple texts appreciate stories, songs, poems and rhymes in the language</b> | read and show comprehension of <b>original and adapted materials</b> from a range of different sources, <b>understanding the purpose, important ideas and details,</b> | Can understand some familiar written words and short phrases.                                 | Can read and understand a range of familiar written phrases   | Can understand familiar words and very simple sentences, for example on notices and posters.  | Can understand a short text made up of short sentences with familiar language on a familiar topic.  |
|  | <b>understand new words that are introduced into familiar written material</b>  | and provide an <b>accurate English translation of short, suitable material</b>   | Can use the visual cues and context to follow the gist of a short text.                       | Can identify the overall type of text from its lay-out, contextual cues and a few familiar words.                     | Can spot new words introduced into short sentences made up of familiar material and use the surrounding words to guess their meaning.   | Can spot new words introduced into a short text made up of familiar material and use the surrounding words to guess their meaning.  |
| <b>R3<br/>Research<br/>and<br/>Reference<br/>Skills</b>    | <b>use a dictionary</b>   |  | Can use a word list to locate specific words.   | Can use a word list (or dictionary or online resource) to check the spelling of a word.                               | Can use alphabetical order confidently.<br>Can recognise and use the main dictionary codes for nouns.<br>Can find the meanings of new nouns.<br>Can appreciate that there may be more than one entry for each word. | Can use a dictionary or word list to look up unknown nouns and adjectives, check the gender of nouns and the spelling of familiar words.<br>Can appreciate that FL words do not always have a direct equivalent in English. |
|  | <b>Writing</b>  | <b>Writing</b>   | <b>1</b>  | <b>2</b>  | <b>3</b>  | <b>4 (A1)</b>   |
| <b>W1<br/>Writing<br/>from<br/>memory /<br/>creatively</b> | <b>write words and phrases from memory describe people, places, things and actions in writing</b>                                 | <b>write prose</b> using an increasingly <b>wide range of grammar and vocabulary, write creatively to express their own ideas and opinions,</b>                        | Can write some single words from memory, with plausible spelling.                             | Can write simple words and several short phrases from memory with understandable spelling.                            | Can write words, phrases and short simple sentences from his/her repertoire from memory with understandable spelling.   | Can write a short, simple text from memory, using simple sentences from one familiar topic with reasonable spelling.  |
| <b>W2<br/>Writing<br/>with<br/>support /<br/>direction</b> | <b>adapt phrases to create new sentences describe people, places, things and actions in writing</b>                               | and <b>translate short written text accurately</b> into the foreign language.  | Can, with support, substitute one element in a simple phrase or sentence to vary the meaning. | Can substitute one element in a simple phrase or sentence to vary the meaning. E.g. the colour adjective or the noun. | Can change a range of single elements in sentences to create new sentences. (e.g. change the noun or adjective or verb or qualifier)  | Can write sentences on a few topics using a model, e.g. a writing frame.  |

| <b>Reading</b>                              | <b>5</b>   | <b>6</b>   | <b>7 (A2)</b>   | <b>8</b>  | <b>9</b>   | <b>10</b>  |
|---|--|--|---|---|--|--|
| <b>R1 / R2<br/>Reading and responding</b>   | Can understand the main details in a short factual text or texts (approx. 35 words each) on a few familiar topics with predictable information contained in simple sentences with mostly familiar language. <i>Texts may include a weather report, personal account or short letter. Responses are likely to include true / false statements, multiple choice, table completion, gap-fill or question and answer in English or the TL.</i> | Can understand texts of approx. 50 words containing predictable information.<br><br><i>Sentences may have more than one clause (including reasons for opinions), and texts draw on a range of vocabulary and structures from two - three familiar topics, which could include two time frames.</i> | Can understand texts of approx. 80 words, containing predictable information.<br><br><i>Texts may include a range of structures including a range of time frames, and vocabulary from four-five familiar topics. Texts may be varied in style and purpose, e.g. informative, narrative, descriptive.</i>                                  | Can understand longer texts of approx. 100 words, which may contain a few unpredictable elements.<br><br><i>Texts may include a range of time frames and other key structures (modals, a variety of 2-clause utterances, comparatives, superlatives, etc.) drawn from several topics, including those from previous years of study.</i>     | Can understand longer texts of approx. 150 words, which may contain some unpredictable elements.<br><br><i>Texts may include different time frames and a range of structures, which draw on topics covered previously.</i>   | Can understand extended texts (approx. 200 words) which contain unpredictable elements.<br><br><i>Texts may include different time frames, points of view (opinions, reasons and justifications) drawn from a range of topic areas, including those studied in previous years.</i>                             |
|   | Can appreciate the gist of a variety of more challenging fiction and non-fiction texts, e.g. stories, poems or songs, and pick out and translate individual words that have not been taught into English.  | Can infer meaning from context or the surrounding language of a limited amount of unfamiliar language in more challenging fiction and non-fiction texts, with support from reference materials and/or the teacher, and can pick out and translate individual words and short phrases into English. | Can infer meaning (from context or surrounding language) of a limited amount of unfamiliar language in more challenging fiction and non-fiction, authentic and adapted texts, and pick out and translate short phrases into English. Texts may be varied in style and purpose, e.g. informative, imaginative, narrative, and descriptive. | Can cope with some unfamiliar language, using context and surrounding language to infer meaning, and can pick out and translate longer phrases or a linguistic item similar to a sentence into English (e.g. a line of a song / poem). Texts may be varied in style and purpose, e.g. informative, imaginative, narrative, and descriptive. | Can understand some unfamiliar language, including when embedded in familiar complex structures, using context and surrounding language to infer meaning, and translate suitable extracts into English. Texts may be varied in style and purpose, e.g. informative, imaginative, narrative, and descriptive. | Can understand some unfamiliar language, including that embedded in a range of complex structures, inferring meaning from context and surrounding language, and translate suitable extracts into English. Texts may be varied in style and purpose, e.g. informative, imaginative, narrative, and descriptive. |
| <b>R3<br/>Research and Reference Skills</b> | Can use a dictionary to look up nouns, adjectives and verbs.<br><br>Can appreciate the need to change the infinitive verb to create the desired meaning.<br><br>Can use a verb conjugator or verb table in the present tense.  | Can use a dictionary to determine whether verbs are regular or irregular.<br><br>Can use a verb conjugator or verb table to form more than one tense.  | Can identify the tense of verbs within a text, convert them to their infinitive form and use a dictionary to find their meaning, and can use a verb conjugator or table to form the main time frames more confidently.  | Can use a dictionary and/or online verb conjugator to include new verbs into his/her own written work with some success.  | Can use a dictionary and/or online verb conjugator to include new verbs into his/her own written work with consistent success.<br><br>Can differentiate between several possible meanings to select the most appropriate translation with some success.  | Can differentiate between several possible meanings to select the most appropriate dictionary translation with consistent success.   |

| <i>Writing</i>                             | <b>5</b>  | <b>6</b>   | <b>7 (A2)</b>   | <b>8</b>   | <b>9</b>   | <b>10</b>  |
|--|---|--|---|--|--|--|
| <b>W1 Writing from memory / creatively</b> | Can write a paragraph from memory made up of short sentences using taught language on a few topics. Spelling from memory may have some inaccuracy. May not yet understand fully how sentences are formed grammatically. | Can write short paragraphs from memory on two-three topics with good accuracy.<br>Can adapt known structures to add own elements, which may produce more inaccuracy, to express a range of simple, yet personal, ideas and opinions.<br><br>Can use a dictionary with some success to add new language, but there may be some L1 interference. | Can write from memory at greater length (e.g. 60-75 words) on one topic. Can use more than one time frame, and produce extended sentences that follow on from each other logically.<br><br>Can successfully recycle learnt language, and combine with a limited number of new elements with some success to express their own ideas and opinions. | Can write text of several paragraphs from memory, using a variety of structures to express facts, ideas, opinions, reasons and justifications, and ask questions.<br>Can manipulate language structures encountered in the lesson accurately, and combine those with new elements to produce new meanings. When writing to express their own ideas and opinions, the meaning is almost always clear. | Can write extended pieces of several paragraphs from memory drawing on a greater variety of topic areas, including those studied in previous years. Can write using more complex structures (e.g. subordinate clauses, sentences with multiple tenses, relative clauses) with some errors, as well as accurately using less ambitious sentences, to express their own ideas and opinions confidently and in a varied and interesting way. Can produce writing which shows some awareness of FL syntax and idiom. | Can write a coherent piece of prose of several paragraphs from memory, using appropriate links between paragraphs, drawing on several familiar topic areas, and using a range of vocabulary and structures. Can write showing a growing awareness of FL syntax, and how this differs to English, so that the writing is not unduly anglicised. |
| <b>W2 Writing with support / direction</b> | Can translate short phrases into the FL, containing all familiar language from the most recent topic.   | Can translate short sentences into the FL, containing language drawn from two-three topics.  | Can translate a short paragraph into the FL, drawing on known language from recent topics.  | Can translate a short paragraph into the FL, using a range of structures including different time frames, and vocabulary from 4-5 topic areas.   | Can translate a paragraph into the FL, drawing on language from previous topic areas, as well as the most recent.  | Can translate a paragraph into the FL, drawing on language from all KS3 topic areas.   |

## Languages Assessment Framework

### Grammar and Vocabulary

|          | KS2 PoS   | KS3 PoS   |  |   |  |   |
|----------|---|---|--|---|--|---|
|          | <b>Grammar</b>  | <b>Grammar</b>  | <b>1</b>   | <b>2</b>  | <b>3</b>   | <b>4 (A1)</b>   |
| <b>G</b> | <b>Gender of nouns - definite and indefinite articles</b><br><b>Singular and plural forms of nouns</b><br><b>Adjectives (place and agreement)</b><br><b>Conjugation of key verbs (and making verbs negative)</b><br><b>Connectives and qualifiers, adverbs of time, prepositions of place</b> | Identify and <b>use tenses</b> or other structures which convey <b>the present, past, and future</b> as appropriate to the language being studied.<br><b>Use and manipulate a variety of key grammatical structures</b> and patterns, including <b>voices and moods</b> , as appropriate.<br>Use <b>accurate grammar, spelling and punctuation.</b> | <p>Can use indefinite articles in the singular with masculine and feminine nouns</p> <p>Can recognise definite articles and plural indefinites.</p> <p>Can form regular plural nouns.</p> <p>Can identify adjective and noun position.</p> <p>Can use some singular masculine and plural adjectives correctly.</p> <p>Can use the high-frequency verb forms (I have, it is, they are, there is/are) confidently.</p> <p>Can use the connectives <i>and, but</i> and <i>also</i>.</p> | <p>Can use indefinite articles in singular and plural and definite articles in both singular and plural.</p> <p>Can use a variety of plural nouns, including some irregular ones.</p> <p>Can use adjectives (agreement and position) with more confidence.</p> <p>Can create greater variety of sentences using the key verb forms from Y3.</p> <p>Can use <i>tiene</i> (3rd person tener) and <i>está</i> (3rd person estar)</p> <p>Retell story with 3rd person AR verbs (non-explicit focus)</p> <p>Use sequencers - <i>un día, luego, después</i> al final</p> <p>Use preposition of place (<i>arriba, encima</i> de etc..)</p> | <p>Can use the definite article with verbs of like / dislike.</p> <p>Can correctly omit the definite article e.g. when talking about what you eat or drink.</p> <p>Can use the definite article correctly with verbs of sport.</p> <p>Can agree adjectives for number and gender after <i>because it is/they are</i>.</p> <p>Can use all persons of several regular verbs in the present tense (with the support of a frame).</p> <p>Can use the days of the week in sentence formation.</p> | <p><b>Can use high-frequency verb forms, nouns, articles and adjectives to form simple sentences.</b></p> <p>Can use gender and articles (singular and plural), showing knowledge of the patterns learnt, but still frequent errors and omissions in independent use.</p> <p>Can agree adjectives for number and gender after <i>because it is/they are</i>, but still makes errors.</p> <p>Can use the verbs 'to be' and 'to have' in several different contexts, still with some errors.</p> <p>Can use subordinating connectives (<i>if, because</i>) and some may be able to use 'which'.</p> |
|          | <b>Vocabulary</b>   | <b>Vocabulary</b>   | <b>1</b>   | <b>2</b>  | <b>3</b>   | <b>4 (A1)</b>   |
| <b>V</b> |   | Develop and <b>use a wide-ranging and deepening vocabulary</b> that goes beyond their immediate needs and interests, allowing them to <b>give and justify opinions</b> and <b>take part in discussion about wider issues</b>  |  |   |  | Can demonstrate a basic repertoire of words and phrases related to people, places, things and simple actions.   |

|          | 5   | 6   | 7 (A2)   | 8  | 9  | 10   |
|----------|---|---|--|--|--|--|
| <b>G</b> | <p>Can use nouns and adjectives correctly, albeit with errors.</p> <p>Can use subject pronouns and present tense verbs (regular and key irregular) to generate sentences independently.</p> <p>Can recall and use 20 verbs.</p> <p>Can use simple negatives.</p> <p>Can use known question forms confidently, and is beginning to substitute to vary questions.</p> <p>Can use simple connectives, qualifiers, adverbs of frequency, numbers and time expressions.</p> <p>Can use possessive adjectives (my, your, his/her)</p> | <p>Can use nouns and adjectives correctly although there are still some errors and omissions in independent use.</p> <p>Can form the simple future.</p> <p>Can recall and use 30 verbs.</p> <p>Can use question words with more confidence to frame questions spontaneously.</p> <p>Can use the relative pronoun 'which' in a variety of contexts, to extend sentences.</p> | <p>Can use nouns and adjectives accurately in most situations.</p> <p>Can form the past tense with regular and key irregular verbs. There will still be errors in tense choice and formation when writing freely.</p> <p>Can use some modal verbs, including in combination with infinitives.</p> <p>Can recall and use 40 verbs.</p> <p>Can use reflexive verbs in a limited context, e.g. daily routine.</p> <p>Can use comparative forms.</p> | <p>Can select and form the correct time frame when using language met in class, albeit with some errors.</p> <p>Can use several modal verb + infinitive constructions to express own meanings.</p> <p>Can recall and use 50 verbs.</p> <p>Can use a variety of negative forms.</p> <p>Can use superlative forms.</p> | <p>Can select and form the correct tense with learnt and researched language. Errors occur but the meaning is generally clear.</p> <p>Can form the imperative.</p> <p>Can recall and use 60 verbs.</p> <p>Can use direct object pronouns, with direction.</p> <p>Can use a range of conjunctions (although, etc.)</p> <p>Can understand demonstrative adjectives and pronouns.</p> | <p>Can research and use verbs reasonably accurately in all tenses covered.</p> <p>Can recall and use 75 verbs.</p> <p>Can use direct object pronouns confidently.</p> <p>Can use a range of conjunctions.</p> <p>Can use demonstrative adjectives and pronouns, and relative pronouns.</p> |
|          | 5   | 6   | 7 (A2)   | 8  | 9  | 10   |
| <b>V</b> | <p>Can hear or read and identify the meaning of at least 30 non-cognate words.</p> <p>Can promptly recall and say comprehensibly the correct form of at least 50 cognate words and at least 30 non-cognate words.</p>   | <p>Can hear or read and identify the meaning of at least 50 non-cognate words.</p> <p>Can recall promptly and say comprehensibly at least 50 non-cognate words and 80 cognate words.</p>  | <p>Can hear or read and identify the meaning of at least 80 non-cognate words, covering mainly concrete ideas.</p> <p>Can recall promptly and say accurately at least 80 non-cognate words and 100 cognate words.</p>  | <p>Can hear or read and identify the meaning of at least 100 non-cognate words, including abstract and concrete ideas.</p> <p>Can recall promptly and say accurately at least 100 non-cognate words.</p>   | <p>Can hear or read and identify the meaning of at least 150 non-cognate words, including abstract and concrete ideas.</p> <p>Can recall promptly and say accurately at least 125 non-cognate words.</p>   | <p>Can hear or read and identify the meaning of at least 200 non-cognate words, including abstract and concrete ideas.</p> <p>Can recall promptly and say accurately at least 150 non-cognate words.</p>   |