

Second level Key indicators of achievement over a range of evidence	Third level Key indicators of achievement over a range of evidence
<p>Talking</p> <ul style="list-style-type: none"> • Through talking activities including songs, rhymes, games, role-play and short presentations, learners can convey present time by using aspects of the present tense. • Learners can add a few simple adjectives adverbs and connectors to make their use of language more interesting. • Learners can take part in games, talk about themselves as well as other people, using familiar language. • Learners use simple, familiar vocabulary to help them talk about themselves, others and things which interest them such as hobbies or saving animals. • Learners can say what they like and don't like on any topic. • Learners' use of familiar language is consistently accurate and understood by their peers and their teacher. • Learners can read aloud a simple text at reasonable speed, with confidence. Learners' pronunciation of familiar vocabulary makes the meaning clear. They can work out new words by using what they know 	<p>Talking</p> <ul style="list-style-type: none"> • Through talks, presentations, role-plays or dialogues, learners can convey the notion of past, present and future time. This would include use of the present tense and aspects of other tenses. These may be restricted to <i>je suis allé, je voudrais</i> or <i>c'était</i> • Learners can increasingly complex language where they consistently use connectors, adjectives and adverbs to add depth to language. • Learners can talk about other people and themes as well as themselves to demonstrate the ability to manipulate language. • Learners use an increasing range of vocabulary which goes beyond basic personal information and moves to giving opinions on a wider range of themes. • Learners can give their opinion on any topic, going beyond basic vocabulary such as '<i>J'aime</i>' and '<i>je déteste</i>'. • Learners' use of familiar and some unfamiliar language is increasingly accurate and readily understood. • Pronunciation of familiar and some unfamiliar language makes the meaning clear and learners will be able to read out loud at a reasonable speed, with increasing confidence.

<p>about sound patterns in the modern language.</p> <ul style="list-style-type: none"> Learners can sustain talk consistently through songs, rhymes, games, talks or role-play in a range of contexts, for long enough to demonstrate the skills and knowledge of structure outlined above. <p>Organising and using information. Presentations and talks: specific skills</p> <ul style="list-style-type: none"> Learners can deliver a short presentation about themselves or a theme which interests them. They may use support from ICT or story boards for example. Learners can work together to prepare a presentation with a good percentage of the modern language, on a theme of their choice. <p>Talking and listening with others. Conversations: specific skills</p> <ul style="list-style-type: none"> Learners can engage in short conversations, games or role-play activities, using simple sentences, supported by gestures where appropriate. They can use some polite social terms to begin and end the interaction. In conversations, games and role-plays, learners use familiar vocabulary, phrases and sentences. They can use these in different contexts to generate different sentences. Learners can ask for help using learned phrases such as <i>Je ne comprends pas</i>. 	<ul style="list-style-type: none"> Learners can talk at increasing length. They talk for long enough to show the depth of learning outlined above, in a range of contexts. <p>Organising and using information. Presentations and talks: specific skills</p> <ul style="list-style-type: none"> Learners can deliver a presentation about a theme which interests them entirely in the modern language. They may still use appropriate support such as ICT, or written headings but do not require to read from a script. <p>Talking and listening with others. Conversations: specific skills</p> <ul style="list-style-type: none"> Learners' interactions in role-plays or conversation, are increasingly well structured, relaying information clearly, with openers and concluding remarks In conversations and role-plays, learners move from predictable, prepared exchanges to those with a level of unpredictability. They may use learned phrases but can demonstrate the ability to apply the language in different, and sometimes unexpected, contexts. Learners can ask questions and ask for help where appropriate, over a range of tasks.
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<ul style="list-style-type: none"> • Learners can ask simple questions to sustain a conversation. This may simply involve phrases such as <i>Et toi?</i> They can keep a game going with phrases such as <i>A toi.</i> • Learners can only use the informal form of address except for some basic learned phrases such as <i>Et vous?</i> • They can cope with extra questions if these use known vocabulary and structures. • Learners are learning about the culture of the country/countries where the language is spoken through cultural references such as café menus or cartoon characters in role-play situations. • Learners can talk for long enough to demonstrate the level of language outlined above. They can engage in conversations, games and role-plays which vary in length according to the context but remain fairly short. 	<ul style="list-style-type: none"> • They can lead a conversation, albeit at a basic level. • They can adapt the language to suit the occasion and the interlocutor, demonstrating an understanding of polite forms. • They can cope when things do not go according to plan. • Learners are increasingly knowledgeable about the culture of the country/countries where the language is spoken through cultural references, such as café menus or opening times for tourist attractions in role-play situations. • Learners can talk for long enough to demonstrate the level of language outlined above. They can engage in conversations and role-plays which vary in length according to the context.
<p>Listening Listening for information and listening when talking to others</p> <ul style="list-style-type: none"> • Learners can understand the modern language used in a variety of ways, including for example songs and rhymes, classroom instructions, games, video clips and presentations by one of their peers. • Learners can demonstrate understanding in a variety of ways such as mime, following instructions or completing an information grid. 	<p>Listening Listening for information and listening when talking to others</p> <ul style="list-style-type: none"> • Learners can understand the modern language used in a variety of ways, including for example video clips, songs, television adverts, presentations by one or more speakers and conversations. • Learners can demonstrate understanding in a variety of ways such as following instructions or using the information to contribute to a presentation.

<ul style="list-style-type: none"> • Learners can understand simple sentences which may include some connectors such as <i>et</i> and <i>mais</i>, some adjectives or adverbs such as <i>vite</i> or <i>bien</i> to make the language more interesting. • Learners can understand when the language gives basic information about other people, for example saying what someone's age is. • Learners understand sentences in the present tense and words related to other times such as <i>demain</i> or <i>le weekend</i>. If they hear other tenses being used, they recognise the meaning of the verb though not the tense. • Learners understand basic familiar vocabulary related to personal information and themes of interest to them. When there are unknown, extraneous words such as extra adjectives or adverbs, they still understand the basic meaning of the phrase or sentence. • Learners can work out some unknown words through the support of mime or gesture. • Learners can sustain their understanding of fairly short pieces of spoken language or longer pieces contained within rhymes or songs. Through the support of mime, gesture and photographs, they understand the meaning behind short stories, songs or rhymes. • Learners can respond appropriately to questions in a conversation or role-play situation, 	<ul style="list-style-type: none"> • Learners can understand complex sentences with connectors, conjunctions, adjectives or adverbs which add depth to language. • Learners can understand when the language refers to other people and is not limited to the first person. • Learners understand a range of tenses and structures and recognise the difference these makes to meaning. Some structures may be unfamiliar. • Learners understand a growing range of vocabulary on relevant themes which goes beyond basic personal language. Some words and phrases will be unfamiliar. • Learners can work out the meaning of unfamiliar language by using strategies such as contextual clues to work out the meaning. • Learners understand speech of increasing length, showing an ability to get the gist and pick out key information. • Learners can move from predictable, prepared dialogue to interactions with a level of
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<p>where the interlocutor uses mainly familiar vocabulary and phrases.</p> <ul style="list-style-type: none"> • In transactional role-plays such as buying things in shops learners can understand learned material although the interlocutor may introduce a few new words which are not essential to understanding the conversation. • Learners' knowledge of the culture of the country/countries where the language is spoken helps them understand cultural references such as different foods. • Learners do not have to recognise tenses other than the present tense but where one is used occasionally, learners recognise and can respond to, the verb. • Conversations and role-plays last long enough to allow learners to demonstrate their understanding of basic structures and familiar vocabulary in new, as well as different, contexts. 	<p>unpredictability. They can respond appropriately based on an understanding of the conversation.</p> <ul style="list-style-type: none"> • In transactional role-plays such as buying things in shops in shops, learners understand language which goes beyond rote learned material. • Learners' knowledge of the culture of the country/countries where the language is spoken helps them understand cultural references such as different foods. • Learners can understand a range of tenses, as appropriate, and the can respond appropriately. • Conversations and role-plays last long enough to allow learners to demonstrate depth of learning and knowledge about language as well as the application of learning in new contexts.
<p>Reading Reading to find out information, reading for enjoyment</p> <ul style="list-style-type: none"> • Learners can understand content which refers to cultural aspects of the country where the language is spoken. While knowledge of the culture is not assessed formally, it features in stories, songs and rhymes, as well as texts about life in the countries where the language is spoken. ○ Learners can understand a range of texts in a variety of media, including stories, non-fiction texts and emails. 	<p>Reading Reading to find out information, reading for enjoyment</p> <ul style="list-style-type: none"> • Learners can understand content which refers to cultural aspects of the country where the language is spoken. While knowledge of the culture is not assessed formally, increasingly it is part of learners' research into topics of interest and features in reading texts. • Learners can understand a wider range of texts in a variety of media such as fiction, non-fiction,

<ul style="list-style-type: none"> ○ Learners can understand texts which range from words and phrases to short texts. With appropriate support, they can understand the gist of short stories. ○ Learners can understand texts which use familiar, basic vocabulary. They still understand when this vocabulary is used in contexts which move from personal information to information about other people, including those in other countries. In doing so, they demonstrate they can apply the language they have learned in different contexts. For example, vocabulary for pets and food may be extended to include rare animals and basic foods the animals eat. ○ Learners can work out the meaning of short texts on their own, as well as with others. When they work with others, they can understand longer texts. ○ Learners understand stories, songs, poems and rhymes which contain a basic range of familiar vocabulary and structures, often used in unfamiliar contexts. They can understand more extended vocabulary, with support. ○ Learners understand texts made up of phrases and simple sentences, mostly in the present tense. Learners can recognise the verb if another tense is used. ○ Learners understand sentences which include some basic adjectives, conjunctions and adverbs such as <i>vite</i> or <i>bien</i>. They 	<p>poetry, newspaper or magazine articles, emails and faxes.</p> <ul style="list-style-type: none"> ● They can understand texts which vary in length from short messages to short stories, for example. ● Learners can understand texts which move from familiar vocabulary on a known theme to more up-to-date and challenging aspects of the same theme. For example, the theme may move from food to the effects of diet on health. In doing so, learners demonstrate they can use and extend learned vocabulary and apply their learning in different contexts. ● Learners can work out the meaning of texts independently as well as when working with others. When they work with others, they can understand even longer texts. ● Learners understand texts which contain an increasing range of vocabulary and structures, some of which will be unfamiliar. ● Learners understand the different meanings behind a range of tenses. ● Learners understand more complex sentences with adjectives, conjunctions, adverbs and connectors for example.
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<p>are aware of grammatical points like endings on adjectives and these will help them understand the meaning.</p> <ul style="list-style-type: none"> ○ Learners are developing reading strategies such as skimming, working out the meaning of words from the context, with support from mime or gesture or by recognising similarities to English words. They demonstrate their understanding in a variety of ways such as explaining a story to others, matching words and phrases to pictures or rearranging sentences to tell a story correctly. ○ Learners understand when to use a bilingual dictionary to look up simple words and may do so with some support from their peers. ○ Learners require some support from a bilingual dictionary or key word lists prepared by the teacher. 	<ul style="list-style-type: none"> • Learners demonstrate the ability to use reading strategies such as skimming, scanning, recognition of cognates and contextual clues to work out meaning. They can demonstrate their understanding in different ways such as summarising or giving the gist of a text. • Learners can use a bilingual dictionary with confidence. • Learners require less support from a dictionary, word banks and the teacher for example. During a formal test for example, learners may be allowed a dictionary but may not be allowed to request support from a teacher or from basic word lists which they are expected to know.
<p>Writing Writing to engage a reader, to give information about oneself and others, including experiences, to discuss a topic, to give opinions and reasons</p> <ul style="list-style-type: none"> • Learners can write for different purposes such as labelling, leaving brief messages, writing short sentences to illustrate a story or writing a short text about themselves and others, including giving their opinion about something. • Learners can write at least a few sentences, appropriate to the 	<p>Writing Writing to engage a reader, to give information about oneself and others, including experiences, to discuss a topic, to give opinions and reasons</p> <ul style="list-style-type: none"> • Learners can write for a variety of purposes such as leaving messages, giving instructions, giving opinions or writing a story. • Learners can write at increasing length, appropriate to the task

<p>task.</p> <ul style="list-style-type: none"> • Learners can link a few sentences on their chosen theme. • When learners write on a theme, such as themselves, their sentences follow on from each other to make a coherent whole. • Learners use vocabulary familiar to them but may use it in different ways. For example, they may say which foods they like as well as which sports they like. • Learners produce writing which is simple and mostly accurate in terms of verbs and adjectives. There may make a few mistakes with endings. The meaning is clear. They are aware of accents and how they affect the sound. • Learners use simple sentences and basic structures. They may make some use of conjunctions. • Learners make some use of basic adjectives or adverbs to make the writing more interesting. • Learners can use the present tense correctly, in learned phrases and sentences. They may use a range of verbs. . • Learners can write some personal information about others. 	<p>and audience. There produce writing which is long enough to show depth of language.</p> <ul style="list-style-type: none"> • Learners can write in sentences and linked paragraphs in longer pieces of writing. • Learners can compose a structured piece of writing with openers and a simple conclusion. • Learners use an increasing range of interesting vocabulary which goes beyond basic personal language. • Learners produce writing which is increasingly complex and accurate in terms of verbs, adjectives and sentence structure. The meaning is clear. • Learners use complex sentences with connectors to express opinions and give reasons, for example. • Learners use adjectives and adverbs, as well as a variety of structures, to show depth of language. • Learners can demonstrate the notion of past, present and future time. This includes use of the present tense and aspects of other tenses. • Learners can go beyond the first person in their writing and include writing about others or themes of interest.
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<ul style="list-style-type: none">• Learners require support from a bilingual dictionary and word banks. They use these to check their spelling.• Learners can use reference materials and other short texts to help them plan their writing and check the accuracy of their own and others' work.	<ul style="list-style-type: none">• Learners require less support to produce writing of an appropriate standard. They can produce pieces of writing using only a dictionary and facts which they have researched.• Learners can use reference materials and other texts to plan their writing and check the accuracy of their own and others' work. Drafts and redrafts provide further evidence of learning.
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