**NATIONAL CURRICULUM LEVELS FOR MFLs @CGS Yr7**

**To achieve each level, you need to REGULARLY and CONSISTENTLY produce work of that standard**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **LEVEL** | **1** | **2** | **3** | **4** |
| **SPEAKING** | I can make short, simple statements and can **understand** **& answers simple questions** with good pronunciation | I can give **longer answers** to simple questions with **correct pronunciation.** I can also **ask questions and give answers** to questions people ask me. I can **pronounce** familiar **words correctly** | I can give answers to more **difficult and longer questions** with correct pronunciation using familiar words. I can also ask longer questions and **give more developed answers** to questions people ask me | I can **take part in a longer conversation or presentation** without (many) notes. I can use the grammar & vocabulary I have learned to **create my own sentences** with **good pronunciation** |
| **LISTENING** | I can **understand simple spoken statements** & words | I can **understand longer statements** & more complicated words | I **understand short passages and dialogues** (conversations) spoken at normal speed**. I can follow instructions**. I can write down the main points I hear | I can **understand spoken language and dialogues** with different sentence patterns and structures at **normal speed** |
| **READING** | I can **understand single or small groups of words** | I can **understand familiar phrases and words** and use my book (or computer) to find out new meanings | I can **understand simple texts** and I **can use a dictionary** (or index in a textbook) to look up new words & meanings. I can **write down the main points** I read | I can **understand longer texts** and use context to **work out unfamiliar words.** |
| **WRITING** | I can **copy words correctly** and select words to **complete short sentences** | I can **copy phrases correctly** with **few spelling mistakes**. I can use accents, umlauts & silent letters most of the time. I **can spell words** I **know from memory** | I can **write sentences** with some help and begin to **develop my ideas and give opinions** | I can **write short texts** and adapt a model **using** **my own words or phrases** |

Evidence for progression between levels **MUST** be evident in both class work and assessments

**NATIONAL CURRICULUM LEVELS FOR MFLs @CGS Yr8**

**To achieve each level, you need to REGULARLY and CONSISTENTLY produce work of that standard**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **LEVEL** | **3** | **4** | **5** | **6** |
| **SPEAKING** | I can give answers to more **difficult and longer questions** with correct pronunciation using familiar words. I can also ask longer questions and **give more developed answers** to questions people ask me | I can **take part in a longer conversation or presentation** without (many) notes. I can use the grammar & vocabulary I have learned to **create my own sentences** with **good pronunciation** | I can **talk about what I have done in the past** or what **I will do in the future.** I can talk for **quite a long time on familiar topics** | I **can adapt language** to produce **extended and detailed responses** quite fluently and I am mostly accurate. I **can speak using at least three tenses** |
| **LISTENING** | I **understand short passages and dialogues** (conversations) spoken at normal speed**. I can follow instructions**. I can write down the main points I hear | I can **understand spoken language and dialogues** with different sentence patterns and structures at **normal speed** | I can **understand** what people say **about what happened** in the past **or what will happen** in the future | I can **understand longer spoken texts,** write down quite detailed notes/answers and can **understand 3 time frames** |
| **READING** | I can **understand simple texts** and I **can use a dictionary** (or index in a textbook) to look up new words & meanings. I can **write down the main points** I read | I can **understand longer texts** and use context to **work out unfamiliar words.** | I can **understand** people’s **opinions** **and** about **events in the past or in the future**. I can **find out information** on my own | I can **understand** longer texts in **unfamiliar topics** using both the **past and future tenses**. I am becoming more confident **working out meaning of** texts on **unfamiliar topics** |
| **WRITING** | I can **write sentences** with some help and begin to **develop my ideas and give opinions** | I can **write short texts** and adapt a model **using** **my own words or phrases** | I can **write** short passages either **using the past or future tenses** and I can **write** about my **opinions and feelings** | I can **write in paragraphs** using a **variety of language & vocabulary**, **using** at least **3 tenses** |

Evidence for progression between levels **MUST** be evident in both class work and assessments

**NATIONAL CURRICULUM LEVELS FOR MFLs @CGS Yr9**

**To achieve each level, you need to REGULARLY and CONSISTENTLY produce work of that standard**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **LEVEL** | **4** | **5** | **6** | **7** |
| **SPEAKING** | I can **take part in a longer conversation or presentation** without (many) notes. I can use the grammar & vocabulary I have learned to **create my own sentences** with **good pronunciation** | I can **talk about what I have done in the past** or what **I will do in the future.** I can talk for **quite a long time on familiar topics** | I **can adapt language** to produce **extended and detailed responses** quite fluently and I am mostly accurate. I **can speak using at least three tenses** | I can **speak spontaneously** & initiate conversations without (much) preparation with **good pronunciation**, using connectives and a **variety** **of tenses, grammar and vocabulary.** I make **very few mistakes** |
| **LISTENING** | I can **understand spoken language and dialogues** with different sentence patterns and structures at **normal speed** | I can **understand** what people say **about what happened** in the past **or what will happen** in the future | I can **understand longer spoken texts,** write down quite detailed notes/answers and can **understand 3 time frames** | I can **understand or make sense authentic spoken texts** including **language I haven’t learnt**. I am **confident** at working out the **meaning** of **unfamiliar topics & vocabulary** |
| **READING** | I can **understand longer texts** and use context to **work out unfamiliar words.** | I can **understand** people’s **opinions** **and** about **events in the past or in the future**. I can **find out information** on my own | I can **understand** longer texts in **unfamiliar topics** using both the **past and future tenses**. I am becoming more confident **working out meaning of** texts on **unfamiliar topics** | I can read and **understand** a whole range of **long, complex and unfamiliar texts** and I am generally confident at working out the meaning |
| **WRITING** | I can **write short texts** and adapt a model **using** **my own words or phrases** | I can **write** short passages either **using the past or future tenses** and I can **write** about my **opinions and feelings** | I can **write in paragraphs** using a **variety of language & vocabulary**, **using** at least **3 tenses** | I can **write texts** containing more **complex language** and can use at **least 4 tenses accurately**. I can **edit** my work and am **confident** at using reference materials to redraft |

Evidence for progression between levels **MUST** be evident in both class work and assessments