Excellence, Resilience, Inclusion.

CONNAUGHT School for Girls

Year/Progress Thresholds KS3			Descriptors of Success KS3		
Year 7 Expectations	Year 8 Expectations	Year 9 Expectations	**Listening & Reading** I am able to:	**Writing** I am able to:	**Speaking** I am able to:
		Excelling	• Understand **almost all details** from a longer spoken/written paragraph including **three tenses** and **unfamiliar** words. • Answer accurately in French/Spanish. • **Translate** a **longer paragraph** containing unfamiliar words and **three tenses** into English **very accurately**.	• Write **longer pieces** of work (up to **150 words**) about self and others in detail using **three tenses** with time phrases and a **good range** of varied **complex language**, and a good proportion of **uncommon language.** • Use a very wide **variety of vocabulary**. • **Translate** a whole paragraph **very accurately**.	• Take part in a **longer conversation** using **three tenses** and a **good range** of **complex** and **unfamiliar** language. • Speak accurately and fluently with **minimal hesitation**.
	Proficient	**Proficient**	• Understand **most details** from a longer spoken/written paragraph including **two tenses** and unfamiliar words. • Respond mostly accurately in French/Spanish. • **Translate** a **short paragraph** containing unfamiliar words and **two tenses** into English **mostly accurately**.	• Write in detail about **self** and **others** using **three tenses** with time phrases and some complex and uncommon language. (**120 words**). • Wide **variety of vocabulary**. • Use **connectives**, **negatives**, **opinions** and **reasons extensively**. • **Translate** a longer text **accurately**.	• Take part in a longer conversation using three tenses and **some complex** language. • Speak almost fluently with **little hesitation**.
Secure	**Secure**	**Secure**	• Understand **some details** out of a longer spoken/written paragraph including mainly **present** tense and **some other tense** (**past or future**). • Respond in English in my own words and give a few responses in French/Spanish. • **Translate** a **short paragraph** including unfamiliar words mainly in the present and some in another tense (**past or future**) into English **accurately**.	• Write about **self** and **others** in detail and accurately (**90 words**). • Use **two tenses** and time phrases and **a few** words of **uncommon** language. • Use **subordinating conjunctions** and **relative clauses** · Include a **good range** of **connectives**, **negatives**, **opinions and reasons**. • A good range **of vocabulary**. • **Translate** a short text **accurately**.	• Take part in a longer conversation with two tenses with **some unprepared** elements. • Speak with **mostly accurate** pronunciation with **some hesitation**.
Developing	**Developing**	**Developing**	• Understand **key details** out of a longer spoken/written paragraph in the present and another tense. • Give some response in French/Spanish. • **Recognise** many **cognates**/**infer** the **meaning** of two or three unfamiliar words. • **Translate** a **very short passage** of familiar language into English **accurately**.	• Write a longer paragraph **about self and others mostly accurately** (**70 words**) in the **Present tense**. • Give **opinions and reasons**. • Include at least **three connectives** with **intensifiers, negatives** and **time phrases**. • Include some **variety of vocabulary**. • **Translate** a few sentences **mostly accurately**.	• Say a **longer paragraph** about self and others mostly **accurately using two tenses**. • Speak with **some hesitation** and with **mainly accurate** pronunciation.
Emerging	**Emerging**	**Emerging**	• Identify **a few details** out of a short spoken/written paragraph in the present tense. • Give some basic response in familiar French/Spanish • Recognise **some close cognates**. • Understand one or two details out of a **short authentic text**. • **Translate few sentences** of familiar language into English with **some accuracy**.	• Write at least **five sentences** about **myself accurately** in the **Present tense**. • Write about **someone else** with **reasonable accuracy**. • Include two connectives with **some intensifiers** and **some Time Phrases** and **some negatives**. • Give **at least two reasons** to an **opinion** • Little **variety of vocabulary**. • **Translate** some sentences **with errors**.	• Say at least **five sentences** about myself **accurately in the present tense** and talk about **someone else** with **reasonable accuracy**. • Speak with **hesitation** and with **some accurate** pronunciation.
Foundation	**Foundation**	**Foundation**	• Understand a few **spoken sentences** of **very familiar language**. • Give some response in English. • Understand a few short written sentences of familiar language. • Understand one or two short spoken sentences of familiar language.	• Write **one**, **two** or **three sentences** with reasonable accuracy. • Include at least **one negative sentence**. • Answer a few questions about me. • Basic **vocabulary**. • **Translate** isolated words **with errors**.	• Answer **a few questions** about me in short answers and brief reasons and opinions. • **Speak hesitantly** and with **errors**.

Building on their prior, KS2 learning, students will continue to improve their linguistic skills (listening, speaking, reading and writing).