

| | Year 8 | Year 8 | Year 8 | Year 8 | Year 8 | Year 8 | Year 8 |
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| | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| LISTENING | Understand a range of familiar phrases spoken clearly. | Understand a range of familiar short sentences spoken clearly. | Understand the main points in short passages including sentences where language is used in new combinations. Can transcribe familiar words. | Understand the main points in short passages. Can transcribe short extracts with some accuracy. | Understand the main points and some detail in short passages. Can transcribe extracts with some accuracy. | Understand the main points from several familiar contexts in the same passage. Can transcribe extracts relatively accurately. | Understand the gist and main points from a range of contexts. Can transcribe short passages with some accuracy. |
| READING | Understand a range of familiar short sentences. Read them aloud. Translate familiar words into English. | Understand the main points in short texts using familiar language. Translate words into English. | Understand opinions in short texts using familiar language, used in new combinations. Translate short phrases into English. | Understand the main points in short texts. Begin to read and understand simple texts. Begin to use context to work out new meaning. Translate basic sentences into English. | Understand the main points and some detail in short texts. Begin to read and understand simple authentic texts (e.g. menus, short adverts). Use context to work out new meaning. Translate sentences into English. | Understand the main points from several familiar contexts in a text. Begin to use context to work out meaning in short texts. Translate short extracts into English, using familiar language. | Understand longer texts which include unfamiliar topics and more complex language. Use reference materials to understand unfamiliar language and to translate short texts into English with accuracy. |
| SPEAKING | Give basic information and answer simple questions using full sentences. Show awareness of some sound patterns. | Take part in brief prepared conversations, using simple sentences, some of them from memory. | Take part in brief prepared presentations or conversations, using short phrases, mainly from memory. | Take part in simple conversations. Give short prepared talks. Use grammar knowledge to create new expressions. | Take part in simple conversations. Give short prepared talks. Begin to speak spontaneously (e.g. by giving an unsolicited opinion) and use grammar knowledge to create new sentences. | Take part in short unprepared conversation on a range of familiar topics, using more varied language and some spontaneity. Use relatively accurate pronunciation and intonation. | Take part in short discussions about local or world issues. Use a range of vocabulary, structures and time references. Confident speakers with relatively good pronunciation and intonation making few significant mistakes. |
| WRITING | Write a few short sentences, sometimes following a model. Write some familiar words from memory. Translate familiar words into the target language | Write a few sentences of familiar language with support. Translate a range of words into the target language. Spelling readily understandable. | Write a few sentences of familiar language. Translate short phrases into the target language. Spelling readily understandable. | Write short texts on familiar topics using mainly memorised language. Translate basic sentences into the target language. Begin to use grammar knowledge to create new sentences. | Write short texts on familiar topics using memorised language. Translate sentences into the target language. Use grammar knowledge to create new sentences. | Write short texts on a range of familiar topics. Translate short extracts into the target language. Some mistakes, but meaning is clear. | Write informal texts about local or world issues. Link sentences and paragraphs, structure ideas and adapt previously learned language. Translate unfamiliar texts into the target language with some accuracy. |
| LITERACY | The quality of written work is generally sound and its meaning is usually clear; work has an appropriate structure and some attempt at a fluent style. Work is generally fit for purpose but contains minor errors of spelling, punctuation and grammar. | The quality of written work is good, has clear meaning and uses an appropriate structure and style. Work is fit for purpose; it contains a few errors of spelling, punctuation and grammar, but these do not obscure meaning. | | The quality of written work is excellent, enhances meaning and uses a clear structure and fluent style. Work has good spelling, punctuation and grammar. | | The quality of written work is excellent, enhances meaning and uses a clear structure and fluent style. Work has good spelling, punctuation and grammar. | |