

Grade Descriptors for MFL Years 7 -11

Grades 8 - 9	
Listening	Students demonstrate understanding of authentic material containing extended and complex sentences in relation to a number of topics, people and contexts. They can extract information, identify opinions and draw conclusions even in authentic texts that refer to numerous tenses.
Reading	Students respond effectively to written language including more complex and extended texts, identifying opinions and inferring meaning. Students can understand authentic texts that refer to a range of tenses even when it contains new vocabulary and understand and interpret a questions ranging in complexity.
Speaking	Students initiate and sustain detailed conversations manipulating language mostly accurate. They can express ideas, justify opinions and respond effectively to unpredictable questions. They can use mostly accurate pronunciation and intonation whilst confidently developing conversation, narrating events using relevant language appropriate to the task and tense.
Writing	Students can write effectively for different purposes explaining ideas, expressing and justifying opinions and manipulating vocabulary and grammar, including some more complex language, mostly accurately. They can construct texts using a range of tenses, using phrases and grammar at advanced level.

Grades 6-7

Listening	Students demonstrate understanding of both shorter and longer passages which include opinions and reasons, appropriate grammatical structures and reference to the present, future and past tenses . Students are able to transcribe sentences.
Reading	Students can understand texts that refer to past, present and future events in relation to a number of topic areas and evaluate the meaning of texts using knowledge of vocabulary and grammar. They can understand extended questions in the target language.
Speaking	Student initiates and develops conversation using a wide range of common vocabulary and grammatical structures when referring to the past, present and future tenses.
Writing	Students can construct texts using past, present and future time frames, link sentences appropriately and apply SPaG rules in the target language successfully. They are able to write fluently about a number of topics varying language and grammar use suitably.

Grade 5

Listening	Students can respond appropriately to spoken language including some more extended passages. They can identify overall messages, key points and details of both shorter and longer passages which include opinions and reasons, appropriate grammatical structures and reference to the past, present and future tenses. They are able to transcribe short sentences.
Reading	Students respond appropriately to written language including some more extended texts, identifying overall messages, key points, details and justified opinions. They understand extended passages about past, present and future events in relation to a number of topic areas and can deduct meaning of new words using knowledge of vocabulary and grammar. They understand questions in the target language.
Speaking	Students can develop conversations, manipulating language with reasonable accuracy, expressing and justifying opinions, giving detail and referring to the past, present and future tenses . They respond appropriately to unpredictable questions with generally accurate pronunciation and intonation. They can take part in a longer conversation, expressing and justifying opinions.
Writing	Students write clearly for different purposes, expressing ideas and opinions and manipulating vocabulary and grammar with reasonable accuracy. They can write about past, present and future events in detail, <i>accurately</i> and apply prior knowledge to new topics to develop writing and extend phrases.

Grades 3-4

<p>Listening</p>	<p>Students demonstrate understanding of main points, opinions and detail in shorter spoken material in present and past OR future tenses. They are able to transcribe short phrases and may need some repetition.</p>
<p>Reading</p>	<p>Students understand the main points and opinions in texts from various contexts containing vocabulary from a number of topics. They can identify themes and patterns in the language in present and past OR future tenses and can translate new vocabulary accurately using prior knowledge. Generally confident when reading aloud.</p>
<p>Speaking</p>	<p>Students can give short, prepared presentations. They can take part in shorter conversations, seeking and conveying information in simple terms on a range of topics, expressing and justifying opinions referring to at least two tenses. Whilst there may be some mistakes, pupils make themselves understood with little or no ambiguity.</p>
<p>Writing</p>	<p>Students can write a short, detailed passage from memory using extended sentences, using and justifying opinions and including two tenses in accurate time frames. Although there maybe some mistakes, they can be understood with little/no difficulty. Students can confidently use dictionaries to check words or look up new words.</p>

Grades 1-2

Listening	Students demonstrate understanding of the main points and some detail in a short passage using familiar vocabulary and simple sentences. They are able to transcribe familiar words although repetition may be required.
Reading	Students demonstrate understanding of the main points and some detail in short written texts in familiar contexts. When reading alone they are able to deduct meaning using knowledge and dictionary/glossary to work out unfamiliar words.
Speaking	Students can take part in a simple conversation using cues and support to express opinions. They can use grammatical knowledge to adapt and substitute vocabulary. It is mainly accurate with some consistent intonation.
Writing	Students write short texts based on familiar topics using prior knowledge and memorised language. They can use grammatical knowledge to substitute individual words and short phrases. They can use a dictionary or glossary to pick out correct words.

Foundation +

Listening	Students demonstrate understanding of familiar words and phrases in the target language in a speech that is clear. They may need repetition or support in the form of gestures.
Reading	Students can read out familiar phrases in a script style manner using visual cues if needed. They can select an appropriate response from a list of vocabulary.
Speaking	Students use words or short phrases in response to what they see and hear but support may be required in the form of a spoken model. They imitate correct pronunciation and intonation.
Writing	Students write or copy short sentences words or phrases correctly. They can select the appropriate words to complete short sentences.