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| **YEAR 9** | | | | | | |
| **GCSE GRADE** | **1** | **2** | **3** | **4** | **5** | **6** |
| **P STEP** | **4** | **5** | **6** | **7** | **8** | **9** |
| **AWL** | **TOWARD** | **TOWARD** | **AT** | **AT** | **EXCEEDING** | **EXCEEDING** |
| **Listening** | - Demonstrate understanding of main points and opinions  - present tense | - Demonstrate understanding of main points, opinions and some details in short passages  **- either** the present **or** the future | Demonstrate understanding of a range of short passages which include opinions with basic reasons    -**either** the present **and** the past, **or** the present **and** the future | Demonstrate understanding of short and longer passages which include opinions with reasons  present, the past **and** the future | Deduce meaning and demonstrate understanding of overall message and key points. At least three different tenses, justified opinions and some less familiar, as well as familiar, vocabulary and grammatical structures | Deduce meaning and demonstrate understanding of overall message and detail in longer passages (including authentic sources, adapted or abridged) which include a range of at least three different tenses, opinions and some more complex grammatical structures |
| **Speaking** | Ask and answer simple questions.  Exchange simple opinions.  Present Tense | -Take part in simple conversations, exchanging opinions and giving simple reasons.  -Describe and give information in short dialogues  -Refer to the present or the future.  -Begin to speak spontaneously (e.g. by giving an unsolicited opinion). | -Take part in short conversations on a range of topics, describing, informing, expressing opinions and giving reasons.  -Ask some unsolicited questions.  -Refer to the past or future, as well as the present  -Use increasingly accurate pronunciation and intonation. | Take part in longer conversations, expressing and justifying opinions, giving detail  Refer to the present, the past and the future  Demonstrate spontaneity by asking unsolicited questions, and expand answers. Use increasingly accurate pronunciation and intonation. | Begin to initiate and develop conversations and narrate.  Refer to the past, present and future.  Demonstrate spontaneity by asking questions, responding to unexpected questions and expanding answers where appropriate. Accurate pronunciation and intonation. | Initiate and develop discussions on a wide variety of topics. Narrate events coherently. Use some less common vocabulary and more complex grammatical structures. Refer to the past, present and future. Demonstrate spontaneity by asking unsolicited questions, responding to unexpected questions and expanding answers. Use coping strategies to deal with unknown words and phrases. Pronunciation and intonation mostly accurate. |
| **Reading** | Demonstrate understanding of main points and opinions in short texts using familiar language. Translate familiar words and short phrases into English. | Demonstrate understanding of main points, opinions, overall message and some detail in short written texts.  Refer to the present or future.  Translate simple sentences containing familiar vocabulary and grammar into English. | Demonstrate understanding of a range of short and longer texts which include opinions  Refer to the past or future as well as the present.  Translate longer sentences into English, showing awareness of familiar grammar especially tenses. | Demonstrate understanding of a range of short and longer texts which include opinions  Refer to the present, the past and the future.  Read short authentic texts  Translate short passages containing a variety of tenses, vocabulary and grammatical structures into English. | Understand overall message and key points of a range of texts, including extracts from literary texts.  At least three tenses.  Translate short passages, containing occasional more complex grammatical structures and less common vocabulary, into English with increasing accuracy. | Deduce meaning in longer texts, including extracts from literary texts, which include a combination of different tenses, opinions, some more complex grammatical structures) and some less common vocabulary. Understand longer authentic texts. Translate short passages, containing more complex language and grammar, accurately into English with occasional errors. |
| **Writing** | Write several short sentences with support to give info and express simple opinions. Translate short phrases into the TL. Accurate in using simple language and meaning is clear, but there may be major errors with verbs. | Write short texts using mainly memorised language.  Refer to the present or the future.  Express opinions and give simple reasons. Translate simple sentences into the target language. Generally accurate in using simple language and meaning is clear, but there may be errors with verbs. | Write short texts giving and seeking information and opinions  Refer to the past or future as well as the present.  Translate sentences into the target language. Mostly accurate but some minor errors (e.g. spellings, genders, agreements) and some errors (e.g. with verbs and tenses). | Write short texts giving and seeking information and opinions  Refer to the present, the past and the future. Translate longer sentences into the target language.  Mostly accurate and meaning is clear, but with some minor errors (e.g. spellings, genders, agreements) and an occasional major error (e.g. with verbs and tenses). | Write longer texts for different purposes, giving descriptions, narrations and personal opinions with some justification  Refer to the past, present and future.  Translate longer sentences into TL. Mostly accurate and meaning is clear, but with some minor errors and some errors with more complex structures. | Write extended texts on a variety of topic areas, detailed descriptions, narrations and justified personal opinions. Past, present and future. Use a variety of grammatical structures accurately, including some more complex forms. Use familiar language creatively. Translate a short passage containing more complex language structures into the target language. |