

# Attainment Ladders for Modern Foreign Languages

In order to satisfy the grade requirements for any given skill, sufficient knowledge and understanding of all lower grade requirements must also be demonstrated. It is anticipated that a “best fit” approach will be used where some elements of a key skill are more advanced than others.

	SKILL TESTED			
	Listening KS3: 25% KS4: 20% (assessed through final tiered exam)	Speaking KS3: 25% KS4: 30% (min. 2 controlled assessments)	Reading KS3: 25% KS4: 20% (assessed through final tiered exam)	Writing KS3: 25% KS4: 30% (min. 2 controlled assessments)
A*	I can understand idiomatic phrases. I can identify five or more tenses. I can identify main points, including opinions, in longer texts with more complex structures and increasingly unfamiliar language for a sustained amount of time. I can understand people's points of view from longer passages of spoken language at normal speed.	I can deliver an almost faultless presentation containing complex grammar and lexical items from memory (120-150 seconds). My pronunciation is excellent. I can discuss areas of personal and topical interest using five or more tenses and idiomatic phrases. I can use more complex structures, e.g. subjunctives and conditional perfects, as set phrases.	I can understand people's points of view from longer passages of written language. I am able to use the new vocabulary I learn through reading in my speaking and writing. I can confidently tackle long texts on unfamiliar contexts with both familiar and unfamiliar language. I can identify and interpret features of writing such as pronouns and irregular verbs and adjectives.	I can use synonyms and idioms to enrich my writing. I can write in both formal and informal registers. I can use words 'what, which, who' accurately. I can describe areas of personal and topical interest using five or more tenses and idiomatic phrases. I can use more complex structures, e.g. subjunctives and conditional perfects, as set phrases.
A	I am able to use my knowledge of grammar and context to work out the meaning of new language. I can identify peoples' viewpoints and opinions. I can recognise four or more tenses.	I can deliver a presentation containing complex grammar and lexical items from memory with few mistakes (120-150 seconds). I can respond confidently to questions which have not previously been prepared, although there will be some mistakes. My pronunciation is generally good and there is a natural flow of language. I can adapt the language that I have learnt to have conversations about areas of personal interest.	I can understand the main points and opinions of written passages containing language from a range of familiar contexts. I am able to choose authentic materials of an appropriate level to read independently. I am able to use my knowledge of grammar and context to work out the meaning of new language. I am able to deal with both fictional and non-fictional texts. I can identify peoples' viewpoints and opinions. I can recognise four or more tenses.	I can describe and narrate events I can write both formal and informal texts in the language. I can write both fictional and non-fictional texts in the language.
B	I am able to cope with passages that contain some complex sentences and unfamiliar language.	I can improvise in a conversation and paraphrase information that I have been given, although answers may be brief or of variable accuracy. I can adapt the language that I have	I can understand the main points and some details from a written passage about familiar topics. I am able to use context to work out the meaning of unfamiliar vocabulary.	I can write simple fictional texts in the language. I can use five examples in each of the three tenses, and can talk about at least three different people.

		<p>learnt to have conversations about areas of personal interest.</p> <p>I am able to use my knowledge of the language to answer questions which have not been prepared.</p> <p>I can give five examples in each of the three tenses, and can use three different persons within each tense.</p>	<p>I can understand the main points and opinions of written passages containing language from a range of familiar contexts.</p> <p>I am able to cope with authentic written materials in the target language.</p>	<p>I am able to use my knowledge of the language to answer questions which have not been prepared.</p> <p>I can give five examples in each of the three tenses, and can use three different persons within each tense.</p>
C	<p>I can discern spoken information about the past, the present and the future.</p> <p>I can understand the main points and details of spoken passages containing familiar language in unfamiliar contexts with little repetition.</p> <p>I can discern spoken information about the present and the future or past using more complex structures including infinitive constructions and negatives.</p>	<p>I can deliver a longer talk from memory with few mistakes (60-120 seconds).</p> <p>I can include three examples of activities in all three tenses, talking about myself and another person.</p>	<p>I can discern written information about the past, present and the future.</p> <p>I am developing good dictionary skills and can find e.g. noun gender / plurals / adjectives</p>	<p>I can understand the main points and details of simple written texts containing familiar language in unfamiliar contexts.</p> <p>I can include three examples of activities in all three tenses, writing about myself and another person.</p> <p>I can discern written information about the present and the future or past using more complex structures including infinitive constructions and negatives.</p>
D	<p>I can understand the main points and opinions of spoken passages containing language from a range of familiar contexts.</p> <p>I can discern basic information about the present and the past or future.</p>	<p>I can add two examples of activities in the past.</p> <p>I can develop more complex responses, and speak with more confidence and less hesitancy.</p>	<p>I am able to use a bilingual dictionary to find new vocabulary.</p> <p>I can discern basic written information about the present and the past or future.</p>	<p>I can add two examples of activities in the past.</p> <p>I can use a bilingual dictionary or an online dictionary (not translator) with reasonable accuracy.</p>
E	<p>I can understand the main points and some details from a spoken passage containing familiar language in simple sentences with repetition, including opinions, justifications, connectives, negatives and 3<sup>rd</sup> person of 'to be' and 'to have'.</p>	<p>I can deliver a short talk from memory (20-30 seconds).</p> <p>My pronunciation is increasingly accurate.</p> <p>I can talk about at least two activities I usually do (present) and two that I am going to do (near future).</p> <p>I can add a third example in each tense to talk about another person.</p> <p>I can ask and answer questions using short phrases from memory including an opinion.</p>	<p>I can understand the main points from a written passage containing familiar language in simple sentences with repetition, including opinions, justifications, connectives, negatives and 3<sup>rd</sup> person of 'to be' and 'to have'.</p>	<p>I can write about 8-10 sentences on two activities I usually do (present) and two that I am going to do (near future).</p> <p>I can add a third example in each tense to write about another person.</p> <p>I can write a paragraph on a familiar topic, from memory. Spelling is mainly accurate. I can use a wider range of connectives.</p>
F	<p>I can identify and note personal responses from a spoken passage containing familiar</p>	<p>I can ask and answer questions giving reasons for my opinions.</p>	<p>I can understand familiar written phrases.</p> <p>I am able to use a glossary/ vocabulary book to find new</p>	<p>I can include new vocabulary that I have looked up to personalise my written work.</p>

	language with repetition.	I can pronounce independently from phonetic knowledge. I can ask and answer questions using short phrases from memory with accurate pronunciation of key sound patterns. I can ask and answer questions using short phrases from memory. I can extend my responses using a connective such as "and" or "but".	vocabulary or work on recently learnt vocabulary.	I can ask and answer questions using short phrases from memory including an opinion.  Spelling of familiar words is mostly accurate. I can write at least five simple sentences from memory including my opinions and connectives such as "and" or "but".
G	I can understand the main points from a spoken passage containing familiar language with repetition. I can understand and respond to a range of short spoken phrases that I have learnt in class.	I can accurately say individual words in the language from memory. I can use at least four basic, familiar phrases such as greetings or polite requests.	I can understand and recognise the meanings of short written phrases that I have learnt in class.	I can write three-five short sentences with some support. I can write one or two sentences with different structures from memory. Spelling is mainly accurate.
H	I can read aloud individual words in the language with pronunciation understandable to a sympathetic native speaker. I know the basic numbers from 1-20 and simple greetings. I can understand and recognise the meanings of individual written words that I have learnt in class. I can write one or two short sentences from memory (S-V-O). I can complete and manipulate nouns in short sentences.			
I	I can understand and recognise the meanings of individual spoken words and cognates that I have learnt in class. I can complete the gaps in short, simple sentences I have seen in class.			
J	I can repeat individual words in the language. I can label simple diagrams in the language, although I may need help. I can copy words in the language including their accents.			
K	I can complete the gaps in short, simple words I have seen in class. I can make most of the sounds that make up the spoken language, including sounds that are not familiar to English.			
L	I can make many of the sounds that make up the spoken language. With help, I can identify words in languages other than English.			
M	I understand that many people communicate in languages other than English and that these languages are written and spoken, and can be read and listened to. I can make most of the sounds that make up the spoken language.			

HAY March 2015