

# **MODERN FOREIGN LANGUAGES**

## **Speaking**

### **Foundation Stage 1 – Speaking**

#### **When I am speaking with my teacher, in pair work or in front of the class:**

##### **Communication**

I can give clear one word answers or short sentences.

I give opinions using a few phrases that I know but I don't give reasons for my opinions.

What I want to say is usually clear if I am speaking about something I have just learnt or practised.

I am able to say a few things about what I am learning currently. I

am able to remember a question which I could use in class.

##### **Range and accuracy of language**

I repeat the same types of structures and phrases to answer questions.

I have a limited range of vocabulary and I often repeat the same adjectives, structures and opinions.

##### **Pronunciation and intonation**

I pronounce some words well, but I may mispronounce quite a few words. There is little intonation in my voice.

##### **Spontaneity and fluency**

I can answer most simple questions when my teacher prompts me with a starter phrase as I struggle to understand some questions. I hesitate quite a bit when answering questions and the delivery of my answers may be quite slow and broken.

### **Foundation Stage 2: Speaking**

#### **When I am speaking with my teacher, in pair work or in front of the class:**

##### **Communication**

I can communicate what I want to say quite clearly if I am speaking about something I have just learnt or practised.

I give opinions using a few phrases that I know and I may attempt to give reasons.

I am able to talk about a few different topics and I can remember vocabulary from past topics.

I am able to remember a few different questions that I could use to ask my friend an opinion or to ask my teacher for something.

### **Range and accuracy of language**

I repeat the same types of structures and phrases to answer questions.

I use a limited range of vocabulary but I use a few different adjectives, structures and opinion phrases.

I may try to talk about the past, the present or the future but I still struggle to make my verbs match the tense that I want to talk in.

### **Pronunciation and intonation** My

pronunciation is usually good.

There is some intonation in my voice.

### **Spontaneity and fluency**

I can answer most simple questions when I know what I'm being asked although I ask for help with understanding some questions. I sometimes hesitate when speaking and the delivery of my answers may be quite slow and broken.

## **Foundation Stage 3: Speaking**

### **When I am speaking with my teacher, in pair work or in front of the class:**

#### **Communication**

I can communicate quite clearly in full sentences.

I give opinions using a few phrases that I know and I sometimes give a reason for my opinion.

I am able to talk about a few different topics and I can remember vocabulary from past topics, although sometimes what I want to say is a bit unclear. I am able to create simple questions of my own for both my teacher and my friends.

#### **Range and accuracy of language**

I repeat the same types of structures and phrases to answer questions.

I try to use a variety of vocabulary, adjectives and opinion phrases, although I may still repeat some things.

I may try to talk about the past, the present or the future but I sometimes struggle to make my verbs match the tense that I want to talk in.

#### **Pronunciation and intonation** My

pronunciation is usually good.

There is some intonation in my voice.

#### **Spontaneity and fluency**

I can answer almost all questions when I know what I'm being asked and I occasionally ask for help with understanding questions. I sometimes hesitate when answering questions and the delivery of my answers may be quite slow and broken.

#### **Foundation Stage 4: Speaking**

##### **When I am speaking with my teacher, in pair work or in front of the class:**

###### **Communication**

I can communicate quite a lot of information clearly and accurately although sometimes what I want to say is a bit unclear.

I regularly give opinions using lots of familiar phrases and I sometimes give reasons for my opinions.

I am able to talk about a variety of different topics and I can switch between topics of conversation with prompts from my teacher. I

am able to create simple questions of my own for both my teacher and my friends.

###### **Range and accuracy of language**

I try to use a variety of different vocabulary, although sometimes I may repeat the same types of structures and phrases to answer questions.

I sometimes try to use some more complex structures but I often make mistakes with these.

I try to talk about the past, the present and the future on different topics that I have covered and I am generally successful.

###### **Pronunciation and intonation**

My pronunciation is generally good.

There is usually quite a bit of intonation in my voice.

###### **Spontaneity and fluency**

I can answer almost all questions I am asked.

I sometimes hesitate when answering questions and occasionally I get stuck on what a question means but I tend to work this out on my own. The

delivery of my answers is sometimes slow and broken, but generally my speech flows.

#### **Foundation Stage 5: Speaking**

##### **When I am speaking with my teacher, in pair work or in front of the class:**

###### **Communication**

I can communicate lots of information clearly and I extend most of my answers.

I can expand and develop my answers further when my teacher asks for more information.

I regularly give opinions using lots of familiar phrases and I normally give reasons for my opinions.

###### **Range and accuracy of language**

I use a variety of different vocabulary e.g. adjectives, opinion phrases, intensifiers etc.

I can talk about the past, the present and the future on any topic I have covered.  
I try to use some more complex structures to show more advanced language.  
I am very accurate when I speak, although I sometimes make mistakes when attempting more complex structures.  
I am able to talk about a variety of different topics and I can switch between topics of conversation easily. I am able to create questions of my own for both my teacher and my friends.

### **Pronunciation and intonation**

My pronunciation is good, but I may mispronounce the odd word. The intonation in my voice is good.

### **Spontaneity and fluency**

There may be a slight delay when answering a question while I figure out what I have been asked, but I can generally answer all questions my teacher or friend asks me.

I sometimes hesitate when I am speaking, but I give all of the information required.

I am sometimes spontaneous with questions I am not expecting although I often repeat the same structures and phrases.

## **Beyond Foundation Stage: Speaking**

### **When I am speaking with my teacher, in pair work or in front of the class:**

#### **Communication**

I consistently develop responses and can talk for quite a long time when answering a question.

I can expand and develop my answers further very well when my teacher asks for more information. What

I want to say is very clear.

I consistently give and explain opinions well.

#### **Range and accuracy of language**

I use a wide variety of different vocabulary e.g. adjectives, opinion phrases, intensifiers etc and I rarely repeat myself.

I can confidently talk about the past, the present and the future on any topic I have covered but I make the odd minor mistake.

The language I use is very accurate and I use more complex structures confidently to show more advanced language, although I may make minor mistakes when doing so.

I am able to talk about a variety of different topics and I can switch between topics of conversation easily.

#### **Pronunciation and intonation**

My pronunciation is consistently very good.

The intonation in my voice is very good.

### **Spontaneity and fluency**

I respond to questions promptly and naturally the majority of the time.

I can answer all questions my teacher or friend asks me.

I am quite spontaneous with questions I am not expecting and my speech flows well.

## **Writing**

In Languages, students will develop higher levels of independence as they move through the Foundation Stages. As they progress, their work will demonstrate a greater understanding of grammar and range of language.

### **Foundation Stage 1: Writing**

#### **When I am writing:**

##### **Content**

I can communicate some required messages clearly in short simple sentences.

I give simple opinions using phrases that I know.

I can write about what I am learning currently.

##### **Quality of Language**

I sometimes use capital letters correctly.

I often rely on repeating the same structures and phrases.

I have a limited range of vocabulary and I often repeat the same adjectives and phrases. I

make quite a few mistakes which can make the meaning unclear.

### **Foundation Stage 2: Writing**

#### **When I am writing:**

##### **Content**

I can communicate some of the information required in simple sentences, although sometimes what I want to say is unclear. I

give simple opinions.

I can give simple reasons for my opinions.

##### **Quality of Language**

I mostly use capital letters correctly.  
I often use the same structures and phrases.  
I use some different vocabulary but I often repeat the same adjectives.  
I attempt more than one tense (past, present or future) although sometimes I get it wrong I often make mistakes with verbs and tenses but the message is usually clear.  
My work is more accurate than inaccurate.

### **Foundation Stage 3: Writing**

#### **When I am writing:**

##### **Content**

I can communicate quite a lot of the information required clearly and in full sentences, although there may be a couple of times when what I want to say is unclear.  
I give opinions.  
I give reasons for my opinions.

##### **Quality of Language**

I always use capital letters correctly.  
I don't always rely on the same structures and phrases.  
I use a variety of vocabulary including different adjectives.  
I attempt to write about the present and the past or future using time markers even though I make mistakes. My work is more accurate than inaccurate and my verbs are mostly secure.

### **Foundation Stage 4: Writing**

#### **When I am writing independently:**

##### **Content**

I can clearly communicate most of the information required, sometimes using longer sentences.  
I give opinions using different opinion phrases.  
I often give reasons for my opinions.  
I am aware of formal and informal language and of different types of text for different purposes.

##### **Quality of Language**

I attempt complex structures.  
I use a good variety of vocabulary including different adjectives.

I attempt to write about the present and the past or future using time markers even though I sometimes make little mistakes. My writing is mostly accurate, despite a few mistakes when I attempt more complex structures.

### **Foundation Stage 5: Writing**

#### **When I am writing independently:**

##### **Content**

I can clearly communicate my ideas using full sentences and short paragraphs.  
I understand what I need to write about, even when questions are given in the Target Language.  
I can answer questions giving all of the information required.  
I regularly give opinions using lots of familiar phrases and I normally give reasons for my opinions.  
I can write different types of texts for different purposes and I know when and how to use formal and informal language.

##### **Quality of Language**

I sometimes repeat the same structures and phrases but I use a variety of vocabulary.  
I try to use some more complex structures to show more advanced language, even though I sometimes make little mistakes.  
My basic grammar is very accurate, so my verbs and agreements are almost always correct.  
I occasionally make small mistakes with spelling and accents but these do not affect how clear my ideas are.  
I can write about events in the past, the present and the future using time markers and only occasionally make mistakes with my verbs.

### **Beyond Foundation Stage: Writing**

#### **When I am writing independently:**

##### **Content**

I can clearly communicate my ideas using full sentences and short paragraphs.  
I understand what I need to write about, even when questions are given in the Target Language.  
I can answer questions giving all of the information required.  
I regularly give opinions using a lot of **different** phrases and I **always** give reasons for my opinions.  
I can write different types of texts for different purposes and I know when and how to use formal and informal language.

##### **Quality of Language**

I use a **wide variety** of vocabulary and I **never** repeat the same structures and phrases.  
I **regularly** use more complex structures **well** to show more advanced language, even though I sometimes make little mistakes.

My grammar is very accurate, so my verbs and agreements are almost always correct.

I occasionally make small mistakes with spelling and accents but these do not affect how clear my ideas are.

I can write about events in the past, the present and the future using time markers and **very rarely** make mistakes with my verbs.