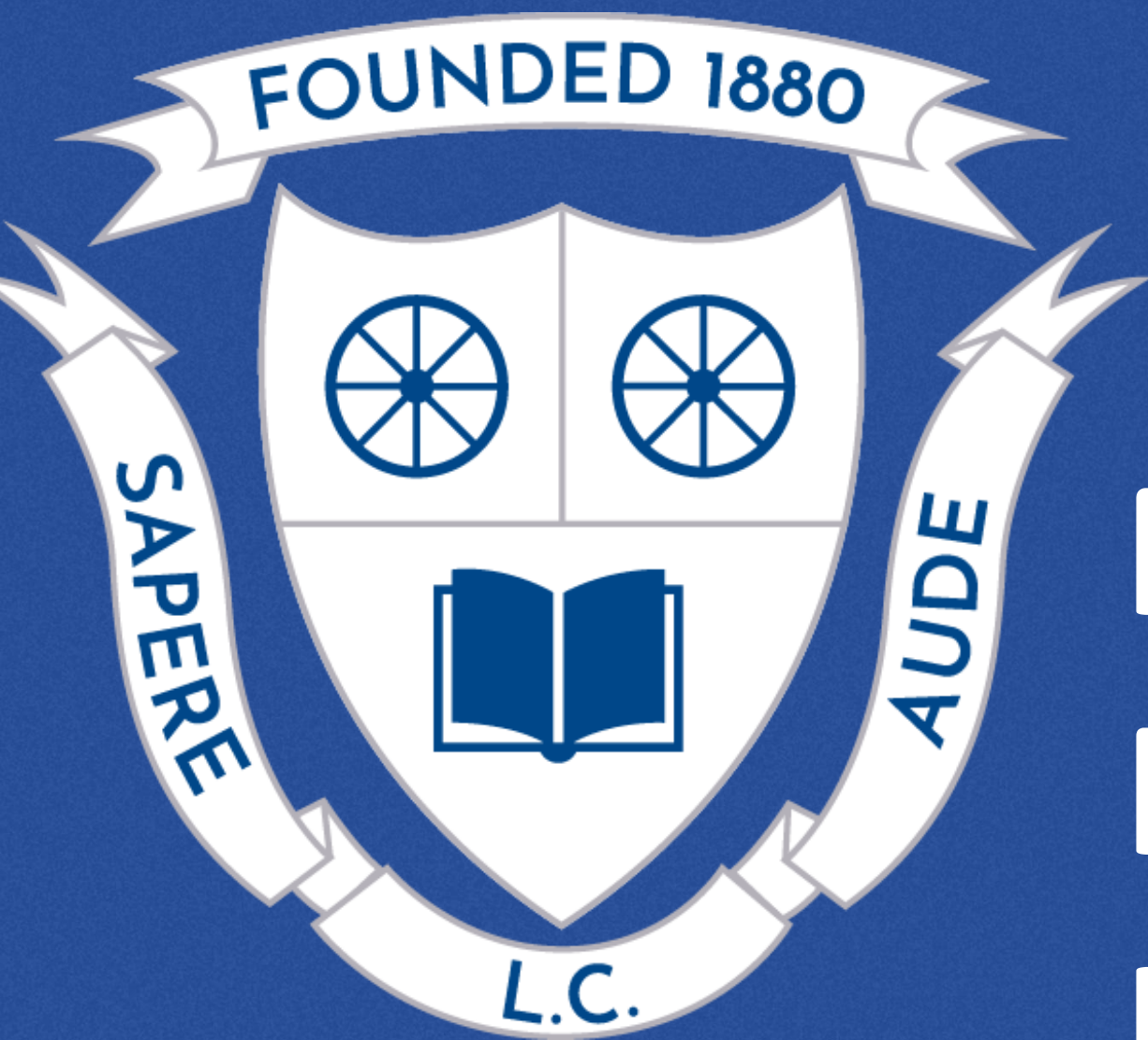




KS3 ASSESSMENT FRAMEWORK:

MODERN FOREIGN LANGUAGES

MODERN FOREIGN LANGUAGES: Year 7 Assessment Framework

	Vocabulary, Phonics and Grammar	Listening and Reading	Speaking	Writing and Translation	Intercultural understanding and language-learning strategies
Developing	Begins to recognise and use selected high-frequency Year 7 vocabulary, familiar sounds and basic grammatical patterns. Knowledge is insecure and responses often rely on single words, copying or substantial support. Pronunciation, spelling, gender, agreement, verb forms and word order are inconsistent.	Demonstrates an understanding of some familiar words, cognates and short phrases in spoken or written language, especially with context, repetition or visual support. Locates limited explicit information but may struggle to identify the overall message or key details.	Repeats or produces simple words and short rehearsed phrases with support. Answers a small number of familiar questions, but responses are brief and often need prompting. Pronunciation can make meaning unclear.	Copies or adapts simple words and phrases and begins to write short sentences using familiar vocabulary. Accuracy and word order are insecure. Translates simple familiar words or phrases with support.	Demonstrates some awareness that languages and cultures differ. Begins to use basic strategies such as recognising cognates, using classroom language, asking for help or checking vocabulary, but needs guidance to do so consistently.
Approaching	Recalls and uses a range of familiar Year 7 vocabulary and some key sound-spelling and grammatical patterns. Begins to apply gender, singular and plural forms, adjectival agreement, common first-person verbs, negatives, simple connectives and word order, though errors are frequent.	Demonstrates an understanding of the main points and some details in short spoken and written texts using familiar language. Identifies simple opinions and key information, although less familiar vocabulary or normal delivery can cause misunderstanding.	Asks and answers simple questions and communicates basic information or opinions using familiar language. Speech is usually understandable, although pronunciation, fluency and grammatical accuracy are uneven.	Writes linked sentences or a brief paragraph on a familiar topic, using some connectives, opinions or simple reasons. Begins to adapt modelled language and translate short familiar phrases or sentences, though accuracy is inconsistent.	Notices some patterns between the target language and English and uses simple strategies to work out meaning. Demonstrates awareness of selected countries, communities, customs or school experiences associated with the language studied.
Secure	Demonstrates secure use of the core vocabulary, phonics and grammar taught in Year 7. Applies familiar sound-spelling links and common patterns, including gender, agreement, singular and plural forms, taught present-tense verbs, negatives, question forms and simple connectives, accurately enough to communicate clearly.	Demonstrates an understanding of the main points and relevant details in short spoken and written texts on familiar Year 7 topics. Uses context, cognates, known vocabulary and simple grammatical clues to work out some unfamiliar language.	Communicates clearly in short exchanges and prepared speech, giving information, opinions and simple reasons. Answers and asks familiar questions with increasing confidence. Pronunciation and intonation are generally clear.	Writes coherent short paragraphs on familiar topics, using familiar vocabulary and grammar accurately enough to communicate clearly. Adapts known language, includes opinions and reasons, and translates short sentences into and out of the target language with reasonable accuracy.	Uses language-learning strategies with increasing independence, including checking spelling, using vocabulary resources, spotting patterns and improving work. Demonstrates understanding of cultural features studied and makes simple, respectful comparisons with own experience.
Extending	Uses a wider range of Year 7 vocabulary and grammatical structures accurately and flexibly. Manipulates familiar language to create new meanings, showing strong control of sound-spelling links, common verb forms, agreement, word order and sentence patterns.	Demonstrates an understanding of a wider range of spoken and written language, including some unfamiliar vocabulary and more complex sentences. Infers meaning, identifies detail and recognises opinions or reasons with increasing independence.	Speaks confidently with clear pronunciation and some spontaneity. Extends answers, asks follow-up questions, gives opinions with reasons and adapts familiar language beyond rehearsed responses.	Writes developed and accurate paragraphs for a familiar purpose, using varied vocabulary, connectives, opinions, reasons and some more complex structures. Translates short connected texts with careful attention to meaning, grammar and word order.	Applies strategies independently to decode, produce and improve language. Demonstrates curiosity about the wider culture of the language studied and makes thoughtful links between language, culture and identity.

MODERN FOREIGN LANGUAGES : Year 8 Assessment Framework

	Vocabulary, Phonics and Grammar	Listening and Reading	Speaking	Writing and Translation	Intercultural understanding and language-learning strategies
Developing	Begins to recall selected Year 8 vocabulary and recognise familiar sound-spelling patterns. Uses isolated present-tense and reflexive forms, but tense choice, agreement and word order are insecure. Past and near-future forms usually require a model.	Demonstrates an understanding of some familiar words, cognates and short phrases from Year 8 topics, particularly with repetition, visuals or a transcript. Locates a small amount of explicit information but finds connected speech, time frames and unfamiliar language difficult.	Produces short rehearsed statements and answers simple questions with prompting. Pronunciation is uneven and pauses are frequent. Communication is mainly in the present tense and may depend on memorised chunks.	Copies or adapts short sentences about familiar Year 8 topics. Attempts a brief paragraph, but sequencing, verb forms and agreement are inconsistent. Translates familiar words and simple phrases with support.	Recognises a few features of daily life, media, travel, cities, food or healthy living in French- or Spanish-speaking contexts. Uses cognates, glossaries and checking strategies when directed, but rarely independently.
Approaching	Recalls a growing range of Year 8 vocabulary and applies familiar sound-spelling links. Uses common present-tense forms, reflexive verbs and some past or near-future forms. Begins to use negatives, comparatives, pronouns and infinitive structures, though errors remain frequent.	Demonstrates an understanding of the main points and some details in short spoken and written texts on familiar topics. Identifies opinions, times and references to past, present or future, although pace and unfamiliar language can disrupt understanding.	Asks and answers straightforward questions and gives information and opinions in short exchanges. Uses mostly familiar language, with some linking and more than one time frame. Speech is generally understandable but fluency and accuracy vary.	Writes linked sentences or a short paragraph, giving information, opinions and simple reasons. Begins to combine time frames and adapt modelled language. Translates short familiar sentences, with partial control of grammar and word order.	Makes simple comparisons between own experience and aspects of life in target-language communities, including cities, festivals, media or mealtimes. Uses context, cognates and reference resources to work out meaning with some independence.
Secure	Securely uses the core vocabulary, phonics and grammar taught in Year 8. Applies present-tense patterns and relevant irregulars, reflexive forms, negatives and comparatives, and uses taught past and near-future forms accurately enough to make time clear. Manipulates familiar patterns rather than only reproducing them.	Demonstrates an understanding of main points and relevant details in a range of short spoken and written texts on Year 8 themes. Recognises opinions, reasons and different time frames, and uses context, cognates and grammatical clues to infer some unfamiliar language.	Communicates clearly in short conversations and prepared speech. Initiates or sustains an exchange through questions and answers, gives opinions with reasons, and refers to past, present and future where taught. Pronunciation and intonation are generally clear.	Writes coherent paragraphs for a familiar purpose, using a range of vocabulary, connectives, opinions and reasons. Uses more than one time frame where appropriate and adapts known language. Translates short passages into and out of the target language with reasonable accuracy.	Uses dictionaries, vocabulary tools, phonics and proofreading strategies with increasing independence. Demonstrates knowledge of cultural and historical features studied, such as Paris or Valencia, festivals, media and food, and makes relevant comparisons without stereotyping.
Extending	Uses a broad range of Year 8 vocabulary and increasingly precise pronunciation, spelling and grammar. Selects and combines present, past and future reference flexibly; controls common irregulars, pronouns, agreement, comparatives and infinitive structures; and applies patterns to unfamiliar contexts.	Demonstrates an understanding of detail, viewpoints and time references in longer or less predictable spoken and written texts. Copes with some authentic language at near-normal pace, infers meaning from context and morphology, and distinguishes key information from supporting detail.	Speaks confidently with clear pronunciation, greater fluency and some spontaneity. Extends answers, asks follow-up questions, justifies opinions and repairs communication. Adapts language across topics and time frames beyond rehearsed responses.	Writes developed, well-sequenced paragraphs for different familiar purposes. Uses varied vocabulary, accurate tense choices, connectives and some subordinate structures. Translates short connected texts carefully, preserving meaning and natural word order.	Selects strategies independently to decode, retrieve, rehearse and improve language. Uses cultural knowledge to interpret material and offers thoughtful, evidence-based comparisons between target-language communities and own experience.

MODERN FOREIGN LANGUAGES : Year 9 Assessment Framework

	Vocabulary, Phonics and Grammar	Listening and Reading	Speaking	Writing and Translation	Intercultural understanding and language-learning strategies
Developing	Recalls some Year 9 vocabulary and familiar phonics, but knowledge is uneven. Uses basic present forms and attempts past, imperfect, near-future or obligation structures only with substantial support. Agreement, verb endings and sentence structure frequently obscure meaning.	Demonstrates an understanding of selected familiar words and simple messages in short Year 9 texts. Relies on repetition, cognates and visual support, and struggles to track changes of time frame, reasons, opinions or detail in less familiar material.	Gives brief rehearsed responses on familiar Year 9 topics and answers simple questions with prompting. Pronunciation may reduce clarity. Attempts to refer to more than one time frame but is not yet able to sustain an exchange.	Writes short, mainly simple sentences from a model. Attempts opinions, reasons and different time frames, but accuracy and coherence are insecure. Translation is limited to familiar phrases or closely modelled sentences.	Demonstrates some awareness of social life, health, work, rights, environmental issues or food in target-language communities. Uses basic language-learning strategies when prompted and needs support to evaluate or improve work.
Approaching	Uses a growing range of Year 9 vocabulary and generally recognisable pronunciation. Applies common present and past forms and begins to use near future, imperfect, obligation and infinitive structures. Contrasts time frames in familiar language, though accuracy is inconsistent.	Demonstrates an understanding of main points and some details in short spoken and written texts, including opinions, reasons and references to different time frames. Uses context and grammatical clues, but less familiar vocabulary, faster delivery or complex sentences cause misunderstanding.	Takes part in short role-plays or conversations, giving information, opinions and reasons and asking some questions. Uses more than one time frame with support. Speech is understandable, although hesitation and grammatical errors remain.	Writes a linked paragraph or short series of paragraphs, using opinions, reasons, connectives and some tense variation. Begins to use more than one clause and adapt language for purpose. Translates short passages with some successful transfer of meaning.	Identifies cultural perspectives in studied contexts and makes simple comparisons. Uses a dictionary, cognates, word families, checking and redrafting strategies with growing independence, although choices are not always effective.
Secure	Securely uses core Year 9 vocabulary, phonics and grammatical structures. Selects present, past and future reference appropriately, including taught near-future, perfect or preterite, imperfect, obligation and infinitive structures. Combines clauses and applies agreement and word order accurately enough for clear communication.	Demonstrates an understanding of main points, relevant details, opinions and reasons in a range of spoken and written texts on familiar and some less familiar contexts. Follows different time frames, interprets short texts, and infers meaning using vocabulary, context and grammar.	Engages in short conversations and role-plays with increasing independence. Initiates, maintains and concludes exchanges, asks and answers questions, expresses and justifies viewpoints, and narrates or describes across time frames. Pronunciation and intonation are generally accurate and clear.	Writes coherent, extended paragraphs with more than one clause, using varied vocabulary, connectives, opinions, reasons and contrasting time frames. Adapts language for audience and purpose. Translates short connected passages into and out of the target language with reasonable accuracy and attention to meaning.	Chooses and applies strategies independently to decode unfamiliar language, plan responses and edit for accuracy. Demonstrates informed understanding of cultural norms and perspectives studied, including food and mealtimes, social issues and environmental responsibility, and makes respectful comparisons.
Extending	Uses an extensive range of Year 9 language accurately, flexibly and with strong phonological control. Manipulates multiple time frames, common irregulars, pronouns, obligation and subordinate structures to express nuance. Applies grammatical patterns successfully to new topics and prepares confidently for further study.	Demonstrates an understanding of detail, viewpoints, implied meaning and shifts of time in longer, less predictable spoken and written material. Uses morphology, syntax and context to infer unfamiliar language and evaluates how language conveys perspective.	Speaks with confidence, fluency and spontaneity. Develops and justifies ideas, responds to unexpected questions, seeks clarification and repairs breakdowns. Narrates and explains across time frames with clear pronunciation and effective intonation.	Writes developed, purposeful and accurate texts, organising ideas into connected paragraphs and varying structures and vocabulary. Uses multiple time frames and complex sentences effectively. Translates connected texts with close attention to register, meaning, grammar and natural expression.	Uses language-learning strategies strategically and reflects on their effectiveness. Interprets cultural products or authentic material with curiosity, explains differing perspectives and avoids simplistic generalisations, making thoughtful links between language, culture and identity.