

Secondary Assessment Framework

Subject: MFL

– “Pupils can.....”

	Listening	Speaking	Reading	Writing	Grammar
9	<ul style="list-style-type: none"> a. Understand spoken language from a WIDE range of sources including authentic material in both familiar and unfamiliar contexts. b. Summarise and explain what I hear orally and in writing. c. Frequently draw inference from what I hear. d. Recognise attitudes and accurately identify the moods, feelings and emotions of others. e. Cope with normal speed of spoken language and need little repetition. f. Transcribe what I hear with a high degree of accuracy. 	<ul style="list-style-type: none"> a. Pupils can communicate on a variety of topics both factual and imaginative. b. I can give, justify and seek opinions and ideas. c. I deal confidently with unpredictable and unfamiliar elements of a conversation. d. I use a very wide variety of vocabulary and linguistic structure to express their ideas across a range of tenses. e. I react naturally and with longer sequences of speech as appropriate in a longer conversation. f. I am generally fluent with accurate pronunciation and intonation. g. I convey messages accurately with very few if any mistakes. 	<ul style="list-style-type: none"> a. Pupils can understand a wide range of text types including literary texts, factual, official and informal texts. b. I cope with unfamiliar topics and more complex language. c. I can recognise attitudes, emotions and inference. d. I can summarise, report and explain extracts both orally and in written form. e. I can translate short texts from the FL into English which includes some unfamiliar language with a high degree of accuracy. f. I am able to accurately use a range of reference sources to help them work out the meaning of unfamiliar words and structures. 	<ul style="list-style-type: none"> a. Pupils can write fluently and largely from memory on a range of familiar, factual and imaginative topics. b. Pupils produce detailed response, which is fully relevant and conveys a lot of information. c. I can develop ideas and narrate events, linking the piece as a whole. d. I write coherently and accurately. e. Communication is clear with little or no ambiguity. f. I give, justify and seek opinions and ideas routinely. g. I can translate texts into the TL which contain some unfamiliar language conveying all key messages with a high level of accuracy. 	<p>Adjective relative : <i>cuyo</i> Subjunctive: future after conjunctions of time (<i>cuando</i>), after verbs of wishing, command, request, emotion, to express purpose (<i>para que</i>)</p>
8	<ul style="list-style-type: none"> a. Understand spoken language from a range of 				<p>imperative: common forms including negative requiring subjunctive</p>

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	<p>sources including some authentic materials in both familiar and unfamiliar contexts</p> <p>b. Identify and summarise gist, detail and points of view</p> <p>c. Often draw inference from what I hear</p>				
7	<p>a. Understand spoken language from a selection of sources including familiar and some less familiar materials.</p> <p>b. Identify gist, detail and points of view</p> <p>c. Occasionally draw inference from what I hear</p> <p>d. I cope with normal speed of spoken language.</p> <p>e. I need little repetition.</p> <p>f. I can transcribe what I hear with a good level of accuracy.</p>	<p>narrate and discuss events / stories / plots (e.g. film, book, TV programme).</p> <p>take part in a longer conversation using extended sequences of speech.</p> <p>I give and justify opinions and ideas routinely.</p> <p>use a wide range of vocabulary to express their ideas across a range of tenses.</p> <p>adapt language to deal with unprepared and unpredictable situations.</p> <p>Speak confidently with good pronunciation and intonation.</p> <p>I can convey meaning with a good level of accuracy and few significant mistakes</p>	<p>a. understand a wide range of text types including literary texts.</p> <p>b. cope with unfamiliar topics and more complex language.</p> <p>d. recognise attitudes, emotions and inference.</p> <p>e. translate short texts from the FL into English which includes some unfamiliar language with a good level of accuracy.</p> <p>consult</p> <p>f .use a range of reference sources to help me work out the meaning of unfamiliar words and structures.</p>	<p>a.write on a wide range of familiar topics using an appropriate style.</p> <p>b.produce a very good response to a task, which is almost always relevant and which conveys a lot of information.</p> <p>c.develop ideas in a coherent style.</p> <p>d. attempt more complex sentences which are mostly successful, producing a mainly fluent piece of coherent writing with occasional lapses.</p> <p>e.communicate clearly with just a few ambiguities.</p> <p>f.express and justify.opinions and ideas.</p> <p>g.translate texts into the TL, which may contain a little unfamiliar language.</p> <p>h. convey all key</p>	<p>modes of address: tú and usted</p> <p>pronouns relative: quien, lo que, el que, cual and</p> <p>possessive (el mío, la mía)</p>

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				messages generally accurately.	
6	<p>a. understand a range of material that contains longer and some more complex sentences and some unfamiliar language spoken at normal speed including factual and nonfactual material.</p> <p>b. listen to material from a range of sources I can draw inferences, recognise attitudes and emotions.</p> <p>c. transcribe familiar and unfamiliar language using more complex language structures and spoken at near normal speed which is mostly accurate.</p>	<p>a. initiate and develop conversations with confidence and increasing fluency.</p> <p>b. deal with unpredictable elements with increasing spontaneity by paraphrasing and improvisation (repair structures).</p> <p>c. give extended responses.</p> <p>d. speak with consistently good and accurate pronunciation with mostly accurate language.</p> <p>f. On a few occasions I may be unable to answer successfully clearly.</p>	<p>a. understand a range of material, imaginative and factual, that includes longer and more complex sentences and structures and some unfamiliar language, including some literary texts.</p> <p>b. use new vocabulary and structures found in reading to respond in speech or writing.</p> <p>c. use reference materials largely accurately.</p> <p>d. recognise attitudes and emotions.</p> <p>e. translate a short passage containing complex sentences and some unfamiliar language from the TL largely accurately.</p>	<p>a. produce pieces of writing of varying lengths on real and imaginary subjects, using an appropriate register.</p> <p>b. begin to produce work for a variety of purpose and audience and can draw on a variety of topic areas.</p> <p>c. develop ideas and narrate events across a range of time frames.</p> <p>d. link sentences and paragraphs, structure ideas and adapt previously learnt language for my own purposes.</p> <p>e. use reference sources to improve my accuracy, precision and variety of expression.</p> <p>g. produce largely accurate work when working from memory. □ There may be occasional mistakes but the meaning is clear.</p> <p>h. translate short texts into the TL</p>	<p>perfect tense : he terminado passive voice common adverbial phrases. Ex: a la derecha — rightward a veces — sometimes con frecuencia — frequently dentro de poco — shortly de vez en cuando — occasionally por fin — finally Pronouns disjunctive (conmigo, para mí) Negative forms: nunca, jamás, no...ni...ni present continuous</p>

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				including some more complex sentences. i. Convey most key messages generally accurately.	
5	<p>a. understand short narratives and longer extracts of spoken language which cover a range of tenses and contain familiar language in unfamiliar contexts.</p> <p>b. cope with language spoken at normal speed and with some interference.</p> <p>c. identify and note main points and specific details including points of view. I may need some repetition.</p> <p>d. transcribe familiar language spoken at near normal speed which is more accurate than inaccurate.</p>	<p>a. take part in conversations with some unpredictable elements and in a variety of tenses.</p> <p>b. make occasional attempts at longer responses but are not always successful in these.</p> <p>c. can ask for and convey information using accurate language.</p> <p>d. apply their knowledge of grammar in new contexts.</p> <p>e. communicate and make themselves understood with little or no difficulty, although I may be hesitant at times.</p>	<p>a. show I understand a variety of texts that cover a variety of tenses and include familiar language in unfamiliar contexts and include literary texts.</p> <p>b. identify and note main points and specific details including points of view.</p> <p>c. scan written material and select books or texts to read at their own level.</p> <p>d. begin to use context and my knowledge of grammar to work out the meaning of language I do not know.</p>	<p>a. write in paragraphs using simple descriptive language in a variety of tenses and am starting to develop some of my ideas beyond a simple level.</p> <p>b. can structure ideas and link sentences and paragraphs.</p> <p>c. apply grammar in new contexts. Although there may be a few mistakes the meaning is usually clear.</p> <p>d. write for a variety of audiences – i.e. formal and informal and can express facts, ideas, opinions, reasons and justifications.</p>	<p>hay que + subjunctive</p> <p>después de + infinitive</p> <p>Indefinite articles (<i>cada, otro, todo, mismo, alguno</i>)</p> <p>Pronoun indefinite (<i>algo, alguien</i>)</p> <p>adjectives demonstrative (<i>este, ese, aquel</i>)</p> <p>reflexive constructions (<i>se puede, se necesita, se habla</i>)</p>
4	<p>Pupils show I can understand longer passages made up of familiar language in simple sentences and spoken at near normal speed with little interference.</p> <p><input type="checkbox"/> I identify and note main points and some details but may need some items to be repeated.</p> <p><input type="checkbox"/> When transcribing spelling is mostly approximate.</p>	<p>Pupils take part in longer structured conversations on familiar topics and may be supported by visual cues / prompts.</p> <p><input type="checkbox"/> I can seek clarification if I do not understand something.</p> <p><input type="checkbox"/> I are beginning to use their knowledge of grammar to adapt and substitutes words and phrases.</p> <p><input type="checkbox"/> Their pronunciation is generally confident and</p>	<p>Pupils show I understand short texts of familiar language, printed clearly or handwritten.</p> <p><input type="checkbox"/> I attempt to read and understand literary texts.</p> <p><input type="checkbox"/> I identify and note main points and some details.</p> <p><input type="checkbox"/> I can use a using a bilingual dictionary or glossary and are</p>	<p>Pupils write individual paragraphs of approximately 4-5 sentences on familiar topics drawing largely on memorised language.</p> <p><input type="checkbox"/> I are beginning to use their knowledge of grammar to adapt and substitutes words and phrases.</p> <p><input type="checkbox"/> Most key messages are communicated with some accuracy.</p>	<p>Preterite tense Irregular verbs</p> <p>Preterite tense Radical stem changing verbs</p> <p>Conditional tense including <i>gustar</i> only in set phrases</p> <p>Doler</p> <p>Imperfect tense</p> <p>Future tense: <i>iré</i></p> <p>Interrogative forms</p>

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		<p>accurate, and I show some consistency in their intonation.</p> <p><input type="checkbox"/> I speak largely without</p>	<p>beginning to use context to work out what unfamiliar words mean.</p> <p><input type="checkbox"/> I can translate short familiar phrases and simple sentences from the TL with limited</p>	<p><input type="checkbox"/> I can use a using a bilingual dictionary or glossary in a limited way.</p> <p><input type="checkbox"/> I can translate short familiar phrases or simple sentences into the TL with approximate spelling with support and convey key messages.</p>	
3	<p>a. Understand a short passage of familiar vocabulary that is spoken at normal speed without interference.</p> <p>b. Recognise and note answers but may need some repetition.</p> <p>c. Transcribe single words and some short phrases largely accurately.</p> <p>e. Link spelling, sound and meaning of familiar words.</p>	<p>a. Communicate in simple structured conversations of at least 3 – 4 exchanges.</p> <p>b. Express simple opinions with pronunciation and intonation generally accurate.</p> <p>c. Reply using memorised language with some varied vocabulary in questions or statements.</p> <p>d. Converse with some ambiguity.</p>	<p>a. Understand the main points and simple opinions from a short text or dialogue made up of familiar language (e.g. email, postcard, story, poem, etc.)</p> <p>b. Read independently, selecting simple texts and using a bilingual dictionary or glossary to discover the meaning of new vocabulary.</p> <p>c. Translate single words and familiar phrases from the TL without support, with limited accuracy.</p>	<p>a. Write three or four sentences on a familiar topic with support</p> <p>b. Express some personal opinions.</p> <p>c. Write some things from memory, spelling to be accurate</p> <p>d. Translate short familiar phrases into the TL with approximate spelling.</p>	<p>Preterite tense regular ER/IR verb</p> <p>Preterite tense regular AR verbs</p> <p>More complex comparatives and superlatives</p> <p>Modal verbs</p> <p>Adverbs of frequency</p> <p>direct object pronouns ie: lo and indirect pronouns</p> <p>‘desde hace’ and ‘durante’</p>
2	<p>a. Understand a wide range of familiar statements and questions</p> <p>b. Recognise some responses but will need items to be repeated.</p> <p>c. Transcribe single words, some basic errors.</p>	<p>a. Communicate with some coherent sentences.</p> <p>b. Express an opinion with some pronunciation errors which may hinder communication.</p> <p>c. Reply using some memorised sentences.</p>	<p>a. Understand short phrases including simple opinions (e.g. email, postcard, story, poem, etc.)</p> <p>b. Read aloud and match sound to familiar words and phrases.</p>	<p>a. Write one or two sentences, with support.</p> <p>b. Express some short responses with limited accuracy.</p> <p>c. Write a few words from memory spelling can</p>	<p>Conjugation of Ir</p> <p>Near future tense</p> <p>Comparatives & Superlatives</p> <p>Partitive articles</p> <p>Adverbs of frequency</p> <p>I can use reflexive verbs</p> <p>ducharse/lavarse/levantarse</p> <p>hay que + infinitive</p>

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	d. Link some spelling with sound.	d. Converse with <u>ambiguity</u> .	c. Translate <u>single words from TL</u> without support	sometimes causes an ambiguity d. <u>Translate a short familiar phrase</u> with approximate spelling.	se debe + infinitive Quantifiers/intensifiers (muy, bastante, demasiado, poco, mucho)
1	<p>a. Understand a <u>selection of familiar sentences</u> (for example everyday classroom language)</p> <p>b. Recognise some responses following a <u>model</u> with repetition.</p> <p>c. Transcribe some single words with <u>frequent basic errors</u>.</p> <p>d. Link a sound with a word.</p>	<p>a. Communicate with a <u>coherent sentence</u>. (e.g. personal information, likes, dislikes.)</p> <p>b. Express an opinion or set phrase, the pronunciation may <u>impede communication</u>.</p> <p>c. Reply using a <u>sentence from memory</u>.</p> <p>d. Converse with ambiguity which may <u>prevent communication</u>.</p>	<p>a. Understand <u>a sentence</u> in a <u>familiar context</u></p> <p>b. <u>Read aloud and match sound</u> to familiar words and phrases.</p> <p>c. Translate single words <u>with support</u> of a glossary.</p>	<p>a. Write or copy <u>single words, familiar phrases</u>, with support.</p> <p>b. Express <u>a short response</u> with limited accuracy.</p> <p>c. <u>Copy words</u> with accurate spelling.</p> <p>d. <u>Translate a few single words</u> with approximate spelling.</p>	<p>ER & IR Regular verbs- present tense</p> <p>Adjectival agreement</p> <p>Irregular present tense (hacer)</p> <p>Adverbs of frequency</p> <p>expressions of sequence ie: pues</p> <p>Ser/Tener</p> <p>Negative</p> <p>Negative adjectives</p> <p>Possessive adjectives</p> <p>AR - Regular verbs- present tense</p> <p>Definite article</p> <p>Indefinite article</p>
B1		e.			Nearly ready to move to next level ex 1+ secure ex 1 Not yet secure ex 1-
B2		e.		e.	
B3				e.	