



SUBJECT - Modern Foreign Languages (French/Spanish) Year 7 Pathways

Year 7	2-3 Pathway	4-6 Pathway	7-9 Pathway
<p>Greater Depth (GDS)</p>	<p>Listening and Responding Students show that they understand the main points from short spoken passages made up of familiar language. They identify and note personal responses. They may need short sections to be repeated.</p> <p>Speaking Students ask and answer simple questions and talk about their interests. They take part in brief prepared tasks, using visual or other clues to help them initiate and respond. They use short phrases to express personal responses. Although they use mainly memorised language, they occasionally substitute items of vocabulary to vary questions or statements.</p> <p>Reading and Responding Students show that they understand the main points and personal responses in short written texts in clear printed script made up of familiar language in simple sentences. They are beginning to read independently, selecting simple texts and using a bilingual dictionary or glossary to look up new words.</p>	<p>Listening and Responding Students show that they understand the main points and some of the detail from spoken passages made up of familiar language in simple sentences. They may need some items to be repeated.</p> <p>Speaking Students take part in simple conversations, supported by visual or other cues, and express their opinions. They begin to use their knowledge of grammar to adapt and substitute single words and phrases. Their pronunciation is generally accurate and they show some consistency in their intonation.</p> <p>Reading and Responding Students show that they understand the main points and some of the detail in short written texts from familiar contexts. When reading on their own, as well as using a bilingual dictionary or glossary, they begin to use context to work out the meaning of unfamiliar words.</p>	<p>Listening and Responding Students show that they understand the main points and opinions in spoken passages made up of familiar material from various contexts, including present and past or future events. They may need some repetition.</p> <p>Speaking Students give a short prepared talk that includes expressing their opinions. They take part in short conversations, seeking and conveying information, opinions and reasons in simple terms. They refer to recent experiences or future plans, as well as everyday activities and interests. They vary their language and sometimes produce more extended responses. Although there may be some mistakes, students make themselves understood with little or no difficulty.</p> <p>Reading and Responding Students show that they understand the main points and opinions in written texts from various contexts, including present, past or future events. Their independent reading includes authentic materials. They are generally confident in reading aloud, and in using reference materials.</p>



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	<p>Writing Students write a few short sentences, with support, using expressions that they have already learnt. They express personal responses. They write short phrases from memory and their spelling is readily understandable.</p>	<p>Writing Students write short texts on familiar topics, adapting language that they have already learnt. They draw largely on memorised language. They begin to use their knowledge of grammar to adapt and substitute individual words and set phrases. They begin to use dictionaries or glossaries to check words they have learnt.</p>	<p>Writing Students write short texts on a range of familiar topics, using simple sentences. They refer to recent experiences or future plans, as well as to everyday activities. Although there may be some mistakes, the meaning can be understood with little or no difficulty. They use dictionaries or glossaries to check words they have learnt and to look up unknown words.</p>
<p>Expected Standard (EXS)</p>	<p>Listening and Responding Students show that they understand a range of familiar spoken phrases. They respond to a clear model of standard language, but may need items to be repeated.</p> <p>Speaking Students answer simple questions and give basic information. They give short, simple responses to what they see and hear, and use set phrases. Their pronunciation shows an awareness of sound patterns and their meaning is clear.</p> <p>Reading and Responding Students show that they understand familiar written phrases. They match sound to print by reading aloud familiar words and phrases. They use books or glossaries to find out the meanings of new words.</p>	<p>Listening and Responding Students show that they understand the main points from short spoken passages made up of familiar language. They identify and note personal responses. They may need short sections to be repeated</p> <p>Speaking Students ask and answer simple questions and talk about their interests. They take part in brief prepared tasks, using visual or other clues to help them initiate and respond. They use short phrases to express personal responses. Although they use mainly memorised language, they occasionally substitute items of vocabulary to vary questions or statements.</p> <p>Reading and Responding Students show that they understand the main points and personal responses in short written texts in clear printed script made up of familiar language in simple sentences. They are beginning to read independently, selecting simple texts and using a bilingual dictionary or glossary to look up new words.</p>	<p>Listening and Responding Students show that they understand the main points and some of the detail from spoken passages made up of familiar language in simple sentences. They may need some items to be repeated.</p> <p>Speaking Students take part in simple conversations, supported by visual or other cues, and express their opinions. They begin to use their knowledge of grammar to adapt and substitute single words and phrases. Their pronunciation is generally accurate and they show some consistency in their intonation.</p> <p>Reading and Responding Students show that they understand the main points and some of the detail in short written texts from familiar contexts. When reading on their own, as well as using a bilingual dictionary or glossary, they begin to use context to work out the meaning of unfamiliar words.</p>



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	<p>Writing Students write one or two short sentences, following a model, and fill in the words on a simple form. They label items and write familiar short phrases correctly. When they write familiar words from memory, their spelling may be approximate</p>	<p>Writing Students write a few short sentences, with support, using expressions that they have already learnt. They express personal responses. They write short phrases from memory and their spelling is readily understandable.</p>	<p>Writing Students write short texts on familiar topics, adapting language that they have already learnt. They draw largely on memorised language. They begin to use their knowledge of grammar to adapt and substitute individual words and set phrases. They begin to use dictionaries or glossaries to check words they have learnt.</p>
<p>Working Towards (WTS)</p>	<p>Listening and Responding Students show that they understand a few familiar spoken words and phrases. They understand speech spoken clearly, face to face or from a good quality recording. They may need a lot of help, such as repetition or gesture.</p> <p>Speaking Students say single words and short, simple phrases in response to what they see and hear. They may need considerable support from a spoken model and from visual clues. They imitate correct pronunciation with some success.</p> <p>Reading and Responding Students recognise and read out a few familiar words and phrases presented in clear script in a familiar context. They may need visual clues.</p>	<p>Listening and Responding Students show that they understand a range of familiar spoken phrases. They respond to a clear model of standard language, but may need items to be repeated.</p> <p>Speaking Students answer simple questions and give basic information. They give short, simple responses to what they see and hear, and use set phrases. Their pronunciation shows an awareness of sound patterns and their meaning is clear.</p> <p>Reading and Responding Students show that they understand familiar written phrases. They match sound to print by reading aloud familiar words and phrases. They use books or glossaries to find out the meanings of new words.</p>	<p>Listening and Responding Students show that they understand the main points from short spoken passages made up of familiar language. They identify and note personal responses. They may need short sections to be repeated</p> <p>Speaking Students ask and answer simple questions and talk about their interests. They take part in brief prepared tasks, using visual or other clues to help them initiate and respond. They use short phrases to express personal responses. Although they use mainly memorised language, they occasionally substitute items of vocabulary to vary questions or statements.</p> <p>Reading and Responding Students show that they understand the main points and personal responses in short written texts in clear printed script made up of familiar language in simple sentences. They are beginning to read independently, selecting simple texts and using a bilingual dictionary or glossary to look up new words.</p>



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	<p>Writing Students write or copy simple words or symbols correctly. They label items and select appropriate words to complete short phrases or sentences.</p>	<p>Writing Students write one or two short sentences, following a model, and fill in the words on a simple form. They label items and write familiar short phrases correctly. When they write familiar words from memory, their spelling may be approximate</p>	<p>Writing Students write a few short sentences, with support, using expressions that they have already learnt. They express personal responses. They write short phrases from memory and their spelling is readily understandable.</p>
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