



Christ's College Guildford



SUBJECT - Modern Foreign Languages (French/Spanish) Year 8 Pathways

Year 8	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 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>	<p>Listening and Responding Students show that they understand the difference between present, past and future events in a range of spoken material that includes familiar language in less familiar contexts. They identify and note the main points and specific details. They need little repetition.</p> <p>Speaking Students give a short prepared talk, expressing opinions and answering simple questions about it. They take part in conversations, using a variety of structures and producing more detailed or extended responses. They apply their knowledge of grammar in new contexts. Although they may be hesitant at times, pupils make themselves understood with little or no difficulty and with increasing confidence.</p> <p>Reading and Responding Students show that they understand the difference between present, past and future events in a range of texts that include familiar language in less familiar contexts. They identify and note the main points and specific details. They scan written material for stories or articles of interest and choose books or texts to read independently, at their own level. They are more confident in</p>



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	<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>using context and their knowledge of grammar to work out the meaning of unfamiliar language.</p> <p>Writing Students write texts giving and seeking information and opinions. They use descriptive language and a variety of structures. They apply grammar in new contexts. Although there may be a few mistakes, the meaning is usually clear.</p>
<p>Expected Standard (EXS)</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>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>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>



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	<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>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>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>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>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> <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>Working Towards (WTS)</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>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</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 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>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>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>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>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>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>
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