



Christ's College Guildford



SUBJECT - Modern Foreign Languages (French/Spanish) Year 9 Pathways

<u>Year 9</u>	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 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</p>	<p>Listening and Responding Students show that they understand longer passages and recognise people's points of view. The passages cover a range of material that contains some complex sentences and unfamiliar language. They understand language spoken at near normal speed, and need little repetition.</p> <p>Speaking Students answer unprepared questions. They initiate and develop conversations and discuss matters of personal or topical interest. They improvise and paraphrase. Their pronunciation and intonation are good, and their language is usually accurate.</p> <p>Reading and Responding Students show that they understand longer texts and recognise people's points of view. These texts cover a range of imaginative and factual material that contains some complex sentences and unfamiliar language. Pupils use new vocabulary and structures found in their reading to respond in speech or writing. They use reference materials when these are helpful.</p>



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	<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>more confident in 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>Writing Students write articles or stories of varying lengths, conveying opinions and points of view. They write about real and imaginary subjects and use an appropriate register. They link sentences and paragraphs, structure ideas and adapt previously learnt language for their own purposes. They edit and redraft their work, using reference sources to improve their accuracy, precision and variety of expression.</p>
<p>Expected Standard (EXS)</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</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>



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	<p>Reading and Responding</p> <p>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</p> <p>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>with little or no difficulty.</p> <p>Reading and Responding</p> <p>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</p> <p>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>Reading and Responding</p> <p>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 using context and their knowledge of grammar to work out the meaning of unfamiliar language.</p> <p>Writing</p> <p>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>Working Towards (WTS)</p>	<p>Listening and Responding</p> <p>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</p> <p>Students ask and answer simple questions and talk about their interests. They take part in brief prepared tasks,</p>	<p>Listening and Responding</p> <p>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</p> <p>Students take part in simple conversations, supported by visual or other cues, and express their opinions.</p>	<p>Listening and Responding</p> <p>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</p> <p>Students take part in simple conversations, supported by visual or other cues, and express their opinions. They begin to use</p>



	<p>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>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>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>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>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>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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