



### Skills descriptors

Knowledge

Listening

Speaking

Reading

Writing

		YEAR 9	
		<b>MASTERING +</b> Achieving above Mastering stage.	
		<b>MASTERING +</b> Achieving above Mastering stage.	<b>MASTERING</b> Students are able to successfully access grade 5/6 GCSE tasks due to a highly developed knowledge of vocabulary, grammar and phonics (pronunciation) over time.
<b>YEAR 7</b> <b>MASTERING +</b> Achieving above Mastering stage.	<b>MASTERING</b> As SECURING and, in addition, students make the most of opportunities to expand their range of vocabulary and grammar in and outside of the classroom. This leads them to build up a strong understanding and productive repertoire.	<b>SECURING</b> As DEVELOPING and, in addition, students make the most of opportunities to expand their range of vocabulary and grammar in and outside of the classroom. This leads them to build up a strong understanding and productive repertoire.	
<b>MASTERING</b> As SECURING and, in addition, students systematically manipulate grammatical structures to create new ideas or to improve on the original sentence.	<b>SECURING</b> As DEVELOPING and, in addition, students systematically manipulate grammatical structures to create new ideas or to improve on the original sentence.	<b>DEVELOPING</b> As ACQUIRING and, in addition, students start to manipulate grammatical structures to create new ideas or to improve on the original sentence.	
<b>SECURING</b> Students use topic vocabulary confidently in writing and speaking. Students can apply grammar rules met in class confidently and accurately. Students use knowledge of phonics to accurately pronounce new words.	<b>DEVELOPING</b> Students use topic vocabulary confidently in writing and speaking. Students can apply grammar rules met in class confidently and accurately. Students use knowledge of phonics to accurately pronounce new words.	<b>ACQUIRING</b> Students use topic vocabulary confidently in writing and speaking. Students can apply grammar rules met in class confidently and accurately. Students use knowledge of phonics to accurately pronounce new words.	
<b>DEVELOPING</b> Students can write sentences and sometimes use connectives to write a paragraph from memory using taught language on a few topics.	<b>ACQUIRING</b> Students can write sentences and sometimes use connectives to write a paragraph from memory using taught language on a few topics.		
<b>ACQUIRING</b> Students know some basic vocabulary and have some knowledge of sentence structure.			

		YEAR 9	
		<b>YEAR 8</b>	<b>MASTERING +</b> Achieving above Mastering stage.
<b>YEAR 7</b>	<b>MASTERING +</b> Achieving above Mastering stage.	<b>MASTERING +</b> Achieving above Mastering stage.	<b>MASTERING</b> Students understand longer and more varied passages, spoken at near normal speed, which may contain some unpredictable elements, different time frames and a range of structures.
<b>MASTERING +</b> Achieving above Mastering stage.	<b>MASTERING</b> Students understand passages, spoken at near normal speed, which may contain a few unpredictable elements. Passages include a range of structures drawn from several topics, including those less recently studied.	<b>SECURING</b> Students understand passages, spoken at near normal speed, which may contain a few unpredictable elements. Passages include a range of structures drawn from several topics, including those less recently studied.	<b>SECURING</b> Students understand passages, spoken at near normal speed, which may contain a few unpredictable elements. Passages include a range of structures drawn from several topics, including those less recently studied.
<b>MASTERING</b> Students understand passages spoken at near normal speed without interference. Passages contain predictable information drawn from several topics, including a range of structures and perhaps including different time frames.	<b>SECURING</b> Students understand passages spoken at near normal speed without interference. Passages contain predictable information drawn from several topics, including a range of structures and perhaps including different time frames.	<b>DEVELOPING</b> Students understand passages spoken at near normal speed without interference. Passages contain predictable information drawn from several topics, including a range of structures and perhaps including different time frames.	<b>DEVELOPING</b> Students understand passages spoken at near normal speed without interference. Passages contain predictable information drawn from several topics, including a range of structures and perhaps including different time frames.
<b>SECURING</b> Students understand passages, spoken slowly and clearly, containing predictable information drawn from four-five topics, and can infer meaning of some unfamiliar language.	<b>DEVELOPING</b> Students understand passages, spoken slowly and clearly, containing predictable information drawn from four-five topics, and can infer meaning of some unfamiliar language.	<b>ACQUIRING</b> Students understand passages, spoken slowly and clearly, containing predictable information drawn from four-five topics, and can infer meaning of some unfamiliar language.	<b>ACQUIRING</b> Students understand passages, spoken slowly and clearly, containing predictable information drawn from four-five topics, and can infer meaning of some unfamiliar language.
<b>DEVELOPING</b> Students understand the details in a short spoken passage on a few familiar topics with predictable information contained in simple sentences with mostly familiar language. They respond to a clear model of standard language, but may need items to be repeated.	<b>ACQUIRING</b> Students understand the details in a short spoken passage on a few familiar topics with predictable information contained in simple sentences with mostly familiar language. They respond to a clear model of standard language, but may need items to be repeated.		
<b>ACQUIRING</b> Students are capable of understanding the main points of a short spoken passage made up of a few familiar words and phrases, They understand speech spoken clearly, face-to-face or from a good-quality recording, with no background noise or interference.			

		YEAR 9	
		<b>YEAR 8</b>	<b>MASTERING +</b> Achieving above Mastering stage.
<b>YEAR 7</b>		<b>MASTERING +</b> Achieving above Mastering stage.	<b>MASTERING</b> Students initiate and engage in longer stretches of conversation (2-3 minutes) and cope with some unpredictable questions or responses. Students try out more ambitious language and give more developed responses on a range of topics, which go beyond personal, everyday issues.
<b>MASTERING +</b> Achieving above Mastering stage.	<b>MASTERING</b> Students take part in multi-exchange conversations on familiar topics, including those covered in previous years, constructing questions independently and using a variety of structures, with more frequent pauses with less predictable interactions.	<b>SECURING</b> Students take part in multi-exchange conversations on familiar topics, including those covered in previous years, constructing questions independently and using a variety of structures, with more frequent pauses with less predictable interactions.	<b>SECURING</b> Students take part in multi-exchange conversations on familiar topics, including those covered in previous years, constructing questions independently and using a variety of structures, with more frequent pauses with less predictable interactions.
<b>MASTERING</b> Students can interact spontaneously within familiar topics and in classroom talk, asking questions independently, and can express information in more than one time frame, without reference to notes, with some hesitation and/or inaccuracy.	<b>SECURING</b> Students can interact spontaneously within familiar topics and in classroom talk, asking questions independently, and can express information in more than one time frame, without reference to notes, with some hesitation and/or inaccuracy.	<b>SECURING</b> Students can interact spontaneously within familiar topics and in classroom talk, asking questions independently, and can express information in more than one time frame, without reference to notes, with some hesitation and/or inaccuracy.	<b>DEVELOPING</b> Students can interact spontaneously within familiar topics and in classroom talk, asking questions independently, and can express information in more than one time frame, without reference to notes, with some hesitation and/or inaccuracy.
<b>SECURING</b> Students can interact on some familiar topics, including expressing opinions confidently and responding to those of others. Some prompting may be necessary. They can use a wide repertoire of classroom language spontaneously with teacher and peers. Students can use simple phrases to describe people, places, things and actions, with good pronunciation.	<b>DEVELOPING</b> Students can interact on some familiar topics, including expressing opinions confidently and responding to those of others. Some prompting may be necessary. They can use a wide repertoire of classroom language spontaneously with teacher and peers. Students can use simple phrases to describe people, places, things and actions, with good pronunciation.	<b>DEVELOPING</b> Students can interact on some familiar topics, including expressing opinions confidently and responding to those of others. Some prompting may be necessary. They can use a wide repertoire of classroom language spontaneously with teacher and peers. Students can use simple phrases to describe people, places, things and actions, with good pronunciation.	<b>ACQUIRING</b> Students can interact on some familiar topics, including expressing opinions confidently and responding to those of others. Some prompting may be necessary. They can use a wide repertoire of classroom language spontaneously with teacher and peers. Students can use simple phrases to describe people, places, things and actions, with good pronunciation.
<b>DEVELOPING</b> Students can ask and answer simple questions on two or three familiar topics, including expressing opinions confidently and responding to those of others. They can use a wide repertoire of classroom language with teacher and peers. Students can use simple phrases to describe people, places, things and actions, with good pronunciation.	<b>ACQUIRING</b> Students can ask and answer simple questions on two or three familiar topics, including expressing opinions confidently and responding to those of others. They can use a wide repertoire of classroom language with teacher and peers. Students can use simple phrases to describe people, places, things and actions, with good pronunciation.	<b>ACQUIRING</b> Students can ask and answer simple questions on two or three familiar topics, including expressing opinions confidently and responding to those of others. They can use a wide repertoire of classroom language with teacher and peers. Students can use simple phrases to describe people, places, things and actions, with good pronunciation.	
<b>ACQUIRING</b> Students are capable of asking and answering simple questions on the current topic. They adapt models successfully to give own information, including simple opinions, substituting individual words. Students use several short phrases and questions in the target language to communicate in the classroom environment.			

		YEAR 9	
		YEAR 8	MASTERING +
YEAR 7		MASTERING +	MASTERING
<b>MASTERING +</b> Achieving above Mastering stage.		<b>MASTERING</b> Students understand written passages of approx. which may contain a few unpredictable elements, including a range of structures and drawn from several topics including those less recently studied, and can cope with some unfamiliar language in a variety of text types. Students can translate short extracts into English from any of the previously studied topics.	<b>SECURING</b> Students understand written passages of approx. which may contain a few unpredictable elements, including a range of structures and drawn from several topics including those less recently studied, and can cope with some unfamiliar language in a variety of text types. Students can translate short extracts into English from any of the previously studied topics.
<b>MASTERING</b> Students understand written passages containing predictable information drawn from several topics, including a range of structures, and can infer meaning of some authentic and/or adapted texts. Students can translate short phrases into English.		<b>SECURING</b> Students understand written passages containing predictable information drawn from several topics, including a range of structures, and can infer meaning of some authentic and/or adapted texts. Students can translate short phrases into English.	<b>DEVELOPING</b> Students understand written passages containing predictable information drawn from several topics, including a range of structures, and can infer meaning of some authentic and/or adapted texts. Students can translate short phrases into English.
<b>SECURING</b> Students understand written passages containing predictable information drawn from four-five topics, and can infer meaning of some unfamiliar language.		<b>DEVELOPING</b> Students understand written passages containing predictable information drawn from four-five topics, and can infer meaning of some unfamiliar language.	<b>ACQUIRING</b> Students understand written passages containing predictable information drawn from four-five topics, and can infer meaning of some unfamiliar language.
<b>DEVELOPING</b> Students understand the details in a written passage on a few familiar topics with predictable information contained in simple sentences with mostly familiar language. Students can pick out and translate from written text individual words into English.		<b>ACQUIRING</b> Students understand the details in a written passage on a few familiar topics with predictable information contained in simple sentences with mostly familiar language. Students can pick out and translate from written text individual words into English.	
<b>ACQUIRING</b> Students are capable of understanding the main points of a short written passage made up of a few familiar words and phrases. Given a choice of two/three options, students can pick out the correct meaning of high frequency words.			

**YEAR 9**

<b>YEAR 7</b>		<b>YEAR 8</b>		<b>MASTERING +</b> Achieving above Mastering stage.
		<b>MASTERING +</b> Achieving above Mastering stage.	<b>MASTERING</b> Students can write extended pieces of several paragraphs from memory, drawn from a variety of current and previous topics. The writing produced is pleasant to read as students use a range of more complex structures (perhaps with some errors) as well as accurate straightforward language. Students can also translate a paragraph from English from previous and current topics.	<b>MASTERING</b> Students can write extended pieces of several paragraphs from memory, drawn from a variety of current and previous topics. The writing produced is pleasant to read as students use a range of more complex structures (perhaps with some errors) as well as accurate straightforward language. Students can also translate a paragraph from English from previous and current topics.
<b>MASTERING +</b> Achieving above Mastering stage.	<b>MASTERING</b> Students can write text of several paragraphs from memory, using a variety of structures, manipulating known structures and combining with new elements to produce new meanings, which are almost always clear. Students can also translate a short paragraph from English, drawing on language from four-five topic areas.	<b>SECURING</b> Students can write text of several paragraphs from memory, using a variety of structures, manipulating known structures and combining with new elements to produce new meanings, which are almost always clear. Students can also translate a short paragraph from English, drawing on language from four-five topic areas.	<b>SECURING</b> Students can write text of several paragraphs from memory, using a variety of structures, manipulating known structures and combining with new elements to produce new meanings, which are almost always clear. Students can also translate a short paragraph from English, drawing on language from four-five topic areas.	<b>SECURING</b> Students can write text of several paragraphs from memory, using a variety of structures, manipulating known structures and combining with new elements to produce new meanings, which are almost always clear. Students can also translate a short paragraph from English, drawing on language from four-five topic areas.
<b>MASTERING</b> Students write at greater length (e.g. 100 words) on one topic, using more than one time frame and a logical sequence, recycling learnt language and combining with new elements to express own ideas, as well as translate a short paragraph from English.	<b>SECURING</b> Students write at greater length (e.g. 100 words) on one topic, using more than one time frame and a logical sequence, recycling learnt language and combining with new elements to express own ideas, as well as translate a short paragraph from English.	<b>SECURING</b> Students write at greater length (e.g. 100 words) on one topic, using more than one time frame and a logical sequence, recycling learnt language and combining with new elements to express own ideas, as well as translate a short paragraph from English.	<b>DEVELOPING</b> Students write at greater length (e.g. 100 words) on one topic, using more than one time frame and a logical sequence, recycling learnt language and combining with new elements to express own ideas, as well as translate a short paragraph from English.	<b>DEVELOPING</b> Students write at greater length (e.g. 100 words) on one topic, using more than one time frame and a logical sequence, recycling learnt language and combining with new elements to express own ideas, as well as translate a short paragraph from English.
<b>SECURING</b> Students write short paragraphs on two-three topics with good accuracy, and adapt known structures (with some inaccuracy) and add new researched language with some success, as well as translate short sentences from English across two-three topics.	<b>DEVELOPING</b> Students write short paragraphs on two-three topics with good accuracy, and adapt known structures (with some inaccuracy) and add new researched language with some success, as well as translate short sentences from English across two-three topics.	<b>DEVELOPING</b> Students write short paragraphs on two-three topics with good accuracy, and adapt known structures (with some inaccuracy) and add new researched language with some success, as well as translate short sentences from English across two-three topics.	<b>ACQUIRING</b> Students write short paragraphs on two-three topics with good accuracy, and adapt known structures (with some inaccuracy) and add new researched language with some success, as well as translate short sentences from English across two-three topics.	<b>ACQUIRING</b> Students write short paragraphs on two-three topics with good accuracy, and adapt known structures (with some inaccuracy) and add new researched language with some success, as well as translate short sentences from English across two-three topics.
<b>DEVELOPING</b> Students can write sentences and sometimes use connectives to write a paragraph using taught language on a few topics, (which may have some mistakes). Students can translate short phrases from English containing all familiar language from the most recent topic.	<b>ACQUIRING</b> Students can write sentences and sometimes use connectives to write a paragraph using taught language on a few topics, (which may have some mistakes). Students can translate short phrases from English containing all familiar language from the most recent topic.	<b>ACQUIRING</b> Students can write sentences and sometimes use connectives to write a paragraph using taught language on a few topics, (which may have some mistakes). Students can translate short phrases from English containing all familiar language from the most recent topic.		
<b>ACQUIRING</b> Students can write words, phrases and sometimes sentences from memory with understandable spelling. Students may be able to adapt a model by changing one element.				