



Current Performance Indicators

Modern Foreign Languages		
Students who <u>consistently</u> show evidence that they can:		Have a CPI of
Draw conclusions and interpret meaning in a range of longer passages (including authentic sources, adapted or abridged) covering a wide range of contemporary and cultural themes, including abstract material, different types of spoken language, multiple tenses, complex grammatical structures and a range of uncommon vocabulary, spoken clearly.	L	9
Consistently initiate, develop, sustain and expand long conversations and discussions independently. Consistently use language creatively to exchange and fully justify a wide range of thoughts and opinions. Consistently use appropriate register. Use a very wide range of uncommon vocabulary, complex grammatical structures and a range of tenses including less common tenses such as the conditional and pluperfect. Interact naturally, with minimal hesitation. Use pronunciation and intonation which would be understood by a native speaker.	S	
Recognise implicit meaning in a wide range of longer texts, including extracts from literature written in a less common style. Respond to key information, themes and ideas and scan for meaning in a wide range of authentic texts (e.g. novels, newspaper articles, factual information) containing multiple complex tenses, complex structures and unfamiliar material. Translate into English longer passages containing a wide range of less common vocabulary and complex grammatical structures.	R	
Write coherent, fluent, extended texts, manipulating language and using a wide variety of tenses (including less common tenses such as the conditional and pluperfect) and complex grammatical structures with secure control. Translate into the target language longer passages containing a wide range of less common vocabulary and complex grammatical structures. Linguistic structures are accurate throughout and inaccuracies are isolated.	W	
Extract and evaluate information in longer passages (including authentic sources, adapted or abridged) covering a range of contemporary and cultural themes, including some more abstract ideas, different types of spoken language, a combination of complex tenses and grammatical structures.	L	8
Use language creatively to exchange and justify a range of thoughts and opinions. Initiate, develop, sustain and expand longer conversations and discussions independently. Interact naturally, with occasional hesitation. Use pronunciation and intonation which would be understood by a native speaker with occasional clarification or repetition. Use appropriate register. Use a wide range of less common vocabulary, more complex grammatical structures and a range of tenses including less common tenses such as the conditional and pluperfect.	S	
Draw inferences and organise and present relevant details from a range of longer texts, including extracts from literary texts. Respond to key information, themes and ideas and scan for meaning in authentic texts (e.g. autobiographies, letters presenting persuasive arguments) containing a combination of complex tenses and grammatical structures and some unfamiliar material. Translate into English longer passages containing a range of less common vocabulary and more complex grammatical structures	R	
Manipulate language to produce long sequences of mainly fluent writing with some extended, well-linked sentences. Expand on the main points, using a wide variety of vocabulary and grammatical structures, with frequent examples of complex structures and a range of tenses (including less common tenses such as the conditional and pluperfect) and less common language. Translate into the target language longer passages containing a range of less common vocabulary and more complex grammatical structures. Mostly accurate, with isolated minor errors.	W	



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Demonstrate recognition of themes and ideas in longer passages (including authentic sources, adapted or abridged) covering some contemporary and cultural themes, including some different types of spoken language, a combination of complex tenses and grammatical structures and some less common vocabulary, spoken clearly.	L	7
Use language creatively to exchange and justify a range of thoughts and opinions. Initiate, develop and sustain conversations and discussions with some expansion. Narrate events and express own opinions and thoughts on a wide range of topics. Use a range of less common vocabulary, more complex grammatical structures, and a range of tenses including less common tenses such as the conditional. Interact naturally, with little hesitation and little rephrasing. Use pronunciation and intonation which would be understood by a native speaker with some clarification or repetition.	S	
Draw inferences from longer texts, including extracts from literary texts. Respond to information in texts, including authentic sources containing occasional unfamiliar material (e.g. international news articles, factual websites), which include a combination of complex tenses, complex grammatical structures and less common vocabulary. Translate into English longer passages containing some less common vocabulary and more complex grammatical structures.	R	
Write coherent extended texts on a wide variety of topic areas, using language effectively to narrate, inform, interest and convince. Use language creatively to express individual thoughts, ideas and points of view. Use a range of grammatical structures and a combination of tenses (including less common tenses such as the conditional). Translate into the target language longer passages containing some less common vocabulary and more complex grammatical structures. Mostly accurate and meaning is clear, with only isolated minor errors (e.g. spellings, genders, agreements) and occasional errors with complex structures.	W	
Deduce meaning and demonstrate understanding of overall message and detail in longer passages (including authentic sources, adapted or abridged) which include a range of at least three different tenses, justified opinions and some more complex grammatical structures and less familiar vocabulary, spoken clearly.	L	6
Initiate and develop discussions on a wide variety of topics, using appropriate register. Narrate events coherently. Use some less common vocabulary, more complex grammatical structures and at least three tenses. Demonstrate spontaneity by asking unsolicited questions, responding to unexpected questions and points of view, and expanding answers where appropriate. Use coping strategies to deal with unknown words and phrases. Use pronunciation and intonation which are mostly accurate.	S	
Deduce meaning in longer texts, including extracts from literary texts, which include a combination of different tenses, opinions, some more complex grammatical structures and some less common vocabulary. Understand longer authentic texts (e.g. news stories, magazine articles, email exchanges and extracts from plays). Translate into English longer passages containing a range of tenses and grammatical structures	R	
Write extended texts on a variety of topic areas, containing detailed descriptions, narrations and well-justified personal opinions, using at least three tenses. Link sentences and paragraphs, structure ideas and adapt previously-learned language. Use a variety of grammatical structures accurately, including some more complex forms. Use familiar language creatively. Translate into the target language longer passages containing a variety of vocabulary and grammatical structures. Mostly accurate and meaning is clear, with only isolated minor errors (e.g. spellings, genders, agreements) and occasional errors with complex structures	W	
Deduce meaning and demonstrate understanding of overall message, key points and details in a range of longer passages (including some authentic sources, adapted or abridged) which include a range of at least three different tenses, justified opinions and some less familiar, as well as familiar, language and grammatical structures spoken clearly.	L	



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Initiate and develop conversations on a variety of topics. Use and adapt language for new purposes and narrate events. Occasionally use some less common vocabulary and some more complex grammatical structures and using at least three tenses. Demonstrate spontaneity by asking unsolicited questions, responding to unexpected questions and expanding answers where appropriate. Begin to use coping strategies to deal with unknown words and phrases. Use pronunciation and intonation which are mostly accurate.	S	5
Demonstrate understanding of longer texts, (including short extracts from literature), which include a combination of different tenses, opinions and some more complex sentences. Use reference materials to understand unfamiliar language and to translate simple passages accurately into English.	R	
Write coherent longer texts on a variety of topics, containing descriptions, narrations and personal opinions with justification, using at least three tenses. Link sentences and paragraphs, and structure ideas. Translate into the target language short passages containing a variety of vocabulary and grammatical structures. Mostly accurate and meaning is clear, but with some minor errors (e.g. spellings, genders, agreements) and some errors with more complex structures.	W	
Demonstrate understanding of a range of short and longer passages which include opinions with reasons, details and reference to the present, the past and the future, spoken clearly. Transcribe sentences.	L	4
Take part in conversations, using a range of common vocabulary and grammatical structures, referring to the present, the past and the future. Demonstrate spontaneity by asking unsolicited questions, and expand answers. Use increasingly accurate pronunciation and intonation.	S	
Demonstrate understanding of texts which include different tenses, opinions and some unfamiliar, as well as familiar, language. Begin to read and understand simple stories, letters and short magazine extracts. Translate short passages into English with increasing accuracy.	R	
Write short texts in a range of contexts, giving and seeking information and opinions and referring to the present, the past and the future. Use style and register appropriately in familiar settings. Translate into the target language short passages containing a range of familiar words and grammatical structures. Mostly accurate and meaning is clear, but with some minor errors (e.g. spellings, genders, agreements) and an occasional major error (e.g. with verbs and tenses).	W	
Demonstrate understanding of main points, opinions with reasons and details in a range of short passages which include reference to the present and the future, spoken clearly (covering some grammar up to and including GCSE 3). Transcribe longer phrases. (Note: once students have covered the perfect tense and associated grammar, such as past time expressions, GCSE 3 may include reference to the present and the past.)	L	3
Take part in longer conversations, expressing opinions, giving more detail and referring to the present, the past and the future. Begin to predict the pronunciation of new words.	S	
Demonstrate understanding of texts which include opinions and three tenses used together: the present, the perfect and the near future. Read short authentic texts (e.g. adverts, information leaflets). Translate short passages into English, paying particular attention to the use of tenses.	R	
Write short texts for different purposes, referring to the present and the future. Express and justify opinions. Translate into the target longer sentences containing familiar words and grammatical structures. Generally accurate in using straightforward language and meaning is clear, but there may be minor errors with verbs. (Note: once students have covered the perfect tense and associated grammar, such as past time expressions, the 6th Step may include reference to the present and the past.)	W	



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Demonstrate understanding of main points, opinions with reasons and some details in short passages which include reference to either the present or the future, spoken clearly. Transcribe short phrases.	L	2
Take part in short conversation on a range of topics, expressing opinions and giving reasons. Demonstrate spontaneity by asking some unplanned questions. Refer to past events or future plans, as well as the present. Use increasingly accurate pronunciation and intonation.	S	
Demonstrate understanding of texts which include opinions and two tenses used together: the present and the perfect, or the present and the near future. Begin to use context to work out meaning in short authentic texts (e.g. adverts, poems and songs). Translate short extracts into English, showing awareness of grammar, especially tenses.	R	
Write short texts for different purposes using mainly memorised language, referring to the present or the future. Express opinions and give simple reasons. Translate into the target language simple sentences containing familiar words and structures. Generally accurate in using straightforward language and meaning is clear, but there may be errors with verbs.	W	
Demonstrate understanding of main points and opinions from a sequence of related sentences using a range of familiar vocabulary, short phrases and common verbs in the present tense, spoken clearly. Transcribe familiar short phrases.	L	1
Ask and answer a range of simple questions. Take part in a range of brief dialogues, using short phrases referring to the present. Exchange opinions. Describe and give information in short dialogues using familiar vocabulary and common grammatical structures.	S	
Demonstrate understanding of main points and opinions in short written texts using a range of familiar vocabulary, short phrases and common verbs in the present tense. Translate short sentences into English, showing some awareness of grammar.	R	
Write several short, linked sentences to give information and express simple opinions, referring to the present. Translate familiar short phrases into the target language. Generally accurate in using straightforward language and meaning is clear, but there may be major errors with verbs.	W	
Demonstrate understanding of main points and opinions from short passages using familiar language. Transcribe familiar words (write them down when you hear them).	L	Step 3
Ask and answer simple questions. Express simple opinions. Take part in brief prepared tasks, using short phrases, mainly from memory.	S	
Demonstrate understanding of main points and opinions in short texts using familiar language. Translate words and short phrases into English.	R	
Write several short sentences with support and express simple opinions. Translate familiar words and short phrases into the target language. Spelling, accents, grammar and punctuation may not be totally accurate, but the meaning is clear.	W	
Demonstrate understanding of a range of familiar phrases and opinions, spoken clearly.	L	Step 2
Answer simple questions. Give basic information and opinions, using set phrases. Begin to show awareness of sound patterns.	S	
Demonstrate understanding of a range of familiar written phrases and opinions. Match sound to print by reading aloud words and phrases.	R	
Write a few short sentences (including simple opinions), following a model. Write some familiar words from memory. Spelling and accents may not be accurate, but the	W	



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meaning is clear.		
Demonstrate understanding of familiar words and phrases, spoken clearly and repeated, if necessary.	L	Step 1
Say single words and short phrases with support. Imitate a model of correct pronunciation and intonation.	S	
Demonstrate understanding of familiar words and phrases. Read them aloud.	R	
Write or copy simple words correctly. Label items / images. Complete short phrases or sentences.	W	