

# Languages – KS3 Curriculum Threshold



Year/Progress Thresholds			Speaking	Listening	Reading	Writing
Year 7 Expectations	Year 8 Expectations	Year 9 Expectations				
		<b>Fluent</b>	<ul style="list-style-type: none"> <li>Pupils can adapt language to produce extended responses with good accuracy and pronunciation, referencing three time frames and giving opinions.</li> <li>Pupils can use a range of language and two tenses to develop their conversation. Pupils demonstrate confidence with spontaneity in asking and answering questions.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils consistently demonstrate an understanding of longer texts with different sentence patterns and structures. Pupils can recognise three-time frames with little support. Pupils consistently demonstrate an understanding of more unfamiliar spoken texts and are building confidence with working out the meaning of vocabulary in authentic texts.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils consistently demonstrate an understanding of a range of long, complex and unfamiliar texts and have confidence with working out the meaning independently.</li> <li>Pupils consistently demonstrate an understanding of a variety of texts containing three time frames. Pupils often recognise more complex and unfamiliar vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils consistently produce detailed texts with justified opinions, three tenses and accurate grammar. Pupils redraft their work independently and use complex structures.</li> </ul>
	<b>Fluent</b>	<b>Complete</b>	<ul style="list-style-type: none"> <li>Pupils can take part in a short, structured conversation with prompts, mostly working independently to adapt what they say.</li> <li>Pupils can ask and answer questions in two time frames. Pupils can take part in longer conversations, adapting what they want to say.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils consistently demonstrate an understanding of longer texts with different sentence patterns and structures. Pupils can recognise three-time frames with little support.</li> <li>Pupils consistently demonstrate an understanding of more unfamiliar spoken texts and are building confidence with working out the meaning of vocabulary in authentic texts.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can understand more complex texts from a range of topics and pick out key details.</li> <li>Pupils can understand more complex texts. They can identify present, past and future tenses from various topics with little support.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils are developing detailed texts with justified opinions, three tenses and accurate grammar. Pupils re-draft their work.</li> </ul>
<b>Fluent</b>	<b>Complete</b>	<b>Substantial</b>	<ul style="list-style-type: none"> <li>Pupils can take part in a short conversation of 3-4 exchanges and are beginning to adapt grammar and vocabulary to create their own sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can understand when more complex language is used in a variety of topics and identify present, past and future tenses in a passage.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can understand longer texts and use context to work out unfamiliar words. Pupils can recognise two tenses with little support.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can write longer texts using a variety of language and vocabulary, referencing three tenses with some support.</li> </ul>
<b>Complete</b>	<b>Substantial</b>	<b>Establishing</b>	<ul style="list-style-type: none"> <li>Pupils can take part in a short conversation of 3-4 exchanges and are beginning to adapt grammar and vocabulary to create their own sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can recognise cognates and understand simple phrases and questions with the support of repetition and pictures.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can understand most simple texts and record the main points. Pupils can use a dictionary with little support.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can write a short text by adapting a model, referring to two time frames and using their own phrases with little support.</li> </ul>
<b>Substantial</b>	<b>Establishing</b>	<b>Initial</b>	<ul style="list-style-type: none"> <li>Pupils can take part in a short conversation of 2-3 exchanges with prompts and often use their knowledge of grammar to adapt what they say.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can recognise cognates and understand simple phrases and questions with the support of repetition and pictures.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can understand short texts containing familiar language and note the main points and details with confidence.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can write a small paragraph with some support using simple vocabulary and grammar. They can express opinions.</li> </ul>

# Languages – KS3 Curriculum Threshold



<b>Establishing</b>	<b>Initial</b>		<ul style="list-style-type: none"> <li>Pupils can use short, set phrases or sentences. Pupils consistently pronounce words clearly with some support.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can recognise cognates and understand simple phrases and questions with the support of repetition and pictures.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can understand familiar, short phrases and can pick out the main points in a short text. Pupils can read aloud familiar words and short phrases.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can copy short phrases correctly and spell simple words correctly from memory. They are beginning to adapt texts.</li> </ul>
<b>Initial</b>			<ul style="list-style-type: none"> <li>Pupils can use single words and short phrases consistently. Pupils require some repetition for correct pronunciation.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can recognise cognates and understand simple phrases and questions with the support of repetition and pictures.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can recognise most cognates and write single words independently.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can copy short phrases correctly and spell simple words correctly from memory. They are beginning to adapt texts.</li> </ul>