

Key Stage Three Marking Statements – Modern Foreign Languages

	Skill	Vocabulary	Phonic	Grammar	
		Vocabulary and Opinions	Accuracy in Grammar and Spelling	Time Frames	Manipulating Language
Extending	Listening	<ul style="list-style-type: none"> I can recognise more complex vocabulary and structures when listening to different (to current topic) contexts. I can recognise a range of more complex opinions and justifications when listening to different (to current topic) contexts. 	<ul style="list-style-type: none"> I can make links between sounds and spellings in vocabulary presented in a different context and can apply this knowledge consistently when listening to extended audio. I can correctly identify gender differences in nouns/adjectives, including plurals (in adjective form and impersonal verbs) in different contexts and apply this consistently when listening to extended audio. I can apply my knowledge of target language word order consistently when listening to extended audio including nouns, adjectives and negative structures in different contexts. 	I can accurately identify extended sentences, which use more than one time frame when listening to audio from a range of different contexts.	<p>I can understand a range of familiar and more complex vocabulary as well as justified opinions alongside key structures (for example, comparatives-see list below) when listening to extended sentences in different contexts.</p> <ul style="list-style-type: none"> adjectives quantifiers connectives sequencers negatives time phrases comparatives
	Reading	<ul style="list-style-type: none"> I can recognise more complex vocabulary and structures when reading in different (to current topic) contexts. I can recognise a range of more complex opinions and justifications when reading in different (to current topic) contexts. 	<ul style="list-style-type: none"> I can make links between sounds and spellings in vocabulary presented in a different context and can apply this knowledge consistently when reading extended texts. I can correctly identify gender differences in nouns/adjectives, including plurals (in adjective form and impersonal verbs) in different contexts and apply this consistently when reading extended texts. I can apply my knowledge of target language word order consistently when reading extended texts including nouns, adjectives and negative structures in different contexts. 	I can accurately identify extended sentences, which use more than one time frame when reading in a range of different contexts.	<p>I can understand a range of familiar and more complex vocabulary as well as justified opinions alongside key structures (for example, comparatives-see list below) when reading extended sentences in different contexts.</p> <ul style="list-style-type: none"> adjectives quantifiers connectives sequencers negatives time phrases comparatives

Securing	Speaking	<ul style="list-style-type: none"> I can use more complex vocabulary and structures in what I say including applying this to different contexts. I can use a range of more complex opinions and justifications in what I say including applying this to different contexts. 	<ul style="list-style-type: none"> I can make links between sounds and spellings in vocabulary presented in a different context and can apply this knowledge consistently to my speaking. I can correctly identify gender differences in nouns/adjectives, including plurals (in adjective form and impersonal verbs) in different contexts and apply this consistently to my speaking. I can apply my knowledge of target language word order consistently when saying nouns, adjectives and negative structures in different contexts. 	I can accurately say extended sentences using more than one time frame in different contexts.	I can use a range of familiar and more complex vocabulary as well as justified opinions alongside key structures (for example, comparatives-see list below) to say extended sentences accurately in different contexts. <ul style="list-style-type: none"> adjectives quantifiers connectives sequencers negatives time phrases comparatives
	Writing	<ul style="list-style-type: none"> I can use more complex vocabulary and structures in what I write including applying this to different contexts. I can use a range of more complex opinions and justifications in what I write including applying this to different contexts. 	<ul style="list-style-type: none"> I can make links between sounds and spellings in vocabulary presented in a different context and can apply this knowledge consistently to my writing. I can correctly identify gender differences in nouns/adjectives, including plurals (in adjective form and impersonal verbs) in different contexts and apply this consistently to my writing. I can apply my knowledge of target language word order consistently when writing nouns, adjectives and negative structures in different contexts. 	I can accurately write extended sentences using more than one time frame in different contexts.	I can use a range of familiar and more complex vocabulary as well as justified opinions alongside key structures (for example, comparatives-see list below) to write extended sentences accurately in different contexts. <ul style="list-style-type: none"> adjectives quantifiers connectives sequencers negatives time phrases comparatives
Securing	Listening	<ul style="list-style-type: none"> I can work out new vocabulary in what I hear. I can recognise a wider range of opinions in what I hear. I can recognise more complex vocabulary and structures when listening to the current topic. I can recognise a range of more complex opinions and justifications when listening to the current topic. 	<ul style="list-style-type: none"> I can make links between sounds and spellings in familiar vocabulary and can apply this knowledge consistently when listening. I can correctly identify gender differences in nouns/adjectives, including plurals (in adjective form and impersonal verbs) and apply this consistently when listening. I can apply my knowledge of target language word order and apply this consistently when listening to extended audio. 	I can accurately identify extended sentences which use more than one time frame when listening to audio.	I can understand a range of familiar vocabulary and justified opinions alongside key structures (for example, negatives-see list below) when listening to extended sentences <ul style="list-style-type: none"> sequencers negatives time phrases comparatives

	Reading	<ul style="list-style-type: none"> I can work out new vocabulary in what I read. I can recognise a wider range of opinions in what I read. I can recognise more complex vocabulary and structures when reading about the current topic. I can recognise a range of more complex opinions and justifications when reading about the current topic. 	<ul style="list-style-type: none"> I can make links between sounds and spellings in familiar vocabulary and can apply this knowledge consistently when reading. I can correctly identify gender differences in nouns/adjectives, including plurals (in adjective form and impersonal verbs) and apply this consistently when reading. I can apply my knowledge of target language word order and apply this consistently when reading extended texts. 	I can accurately identify extended sentences, which use more than one time frame when reading.	I can understand a range of familiar vocabulary and justified opinions alongside key structures (for example, negatives-see list below) when reading extended sentences <ul style="list-style-type: none"> sequencers negatives time phrases comparatives
	Speaking	<ul style="list-style-type: none"> I can use a range of familiar vocabulary in my speaking. I can use words of preference to express basic opinions alongside adjectives to justify my opinions. 	<ul style="list-style-type: none"> I can make links between sounds and spellings in familiar vocabulary and can apply this knowledge consistently to my speaking. I can correctly identify gender differences in nouns/adjectives, including plurals (in adjective form and impersonal verbs) and apply this consistently to my speaking. I can apply my knowledge of target language word order consistently when saying nouns, adjectives and negative structures. 	I can accurately say extended sentences using more than one time frame.	I can use a range of familiar vocabulary and justified opinions alongside key structures (for example, negatives-see list below) to say extended sentences accurately <ul style="list-style-type: none"> sequencers negatives time phrases comparatives
	Writing	<ul style="list-style-type: none"> I can use a range of familiar vocabulary in my writing. I can use words of preference to express basic opinions alongside adjectives to justify my opinions. 	<ul style="list-style-type: none"> I can make links between sounds and spellings in familiar vocabulary and can apply this knowledge consistently to my writing. I can correctly identify gender differences in nouns/adjectives, including plurals (in adjective form and impersonal verbs) and apply this consistently to my writing. I can apply my knowledge of target language word order consistently when writing nouns, adjectives and negative structures. 	I can accurately write extended sentences using more than one time frame.	I can use a range of familiar vocabulary and justified opinions alongside key structures (for example, negatives-see list below) to write extended sentences accurately <ul style="list-style-type: none"> sequencers negatives time phrases comparatives
Developing	Listening	<ul style="list-style-type: none"> I can recognise familiar vocabulary in what I hear. I can recognise basic opinions in what I hear. 	<ul style="list-style-type: none"> I can make links between sounds and spellings in familiar vocabulary and can apply this knowledge when listening. I can correctly identify gender differences in nouns/adjectives and apply when listening e.g. adjective agreement. I can apply my knowledge of target language word order and when listening to short sentences. 	I can accurately identify basic, short sentences in one time frame when listening to audio.	I can understand basic familiar vocabulary and opinions alongside some key structures (for example, connectives-see list below) when listening to short sentences. <ul style="list-style-type: none"> adjectives quantifiers connectives

	Reading	<ul style="list-style-type: none"> I can recognise familiar vocabulary in what I read. I recognise basic opinions in what I read. 	<ul style="list-style-type: none"> I can make links between sounds and spellings in familiar vocabulary and can apply this knowledge when reading. I can correctly identify gender differences in nouns/adjectives and apply when reading e.g. adjective agreement. I can apply my knowledge of target language word order when reading short sentences. 	I can accurately identify basic, short sentences in one time frame when reading.	<p>I can understand basic familiar vocabulary and opinions alongside some key structures (for example, connectives-see list below) when reading short sentences.</p> <ul style="list-style-type: none"> adjectives quantifiers connectives
	Speaking	<ul style="list-style-type: none"> I can make use of cognates, near cognates and some familiar vocabulary in what I say. I can give a basic opinion when I am speaking using a two word structure e.g. es genial, c'est genial. 	<ul style="list-style-type: none"> I can make links between sounds and spellings in familiar vocabulary and can apply this knowledge to my speaking. I can correctly identify gender differences in nouns/adjectives and apply this to my speaking e.g. adjective agreement. I can apply my knowledge of target language word order when saying nouns and adjectives. 	I can accurately say basic, short sentences using one time frame.	<p>I can use basic familiar vocabulary and opinions alongside some key structures (for example, connectives-see list below) to say short sentences accurately.</p> <ul style="list-style-type: none"> adjectives quantifiers connectives
	Writing	<ul style="list-style-type: none"> I can make use of cognates, near cognates and some familiar vocabulary in what I write. I can give a basic opinion when I am writing using a two word structure e.g. es genial, c'est genial. 	<ul style="list-style-type: none"> I can make links between sounds and spellings in familiar vocabulary and can apply this knowledge to my writing. I can correctly identify gender differences in nouns/adjectives and apply this to my writing e.g. adjective agreement. I can apply my knowledge of target language word order when writing nouns and adjectives. 	I can accurately write basic, short sentences using one time frame.	<p>I can use basic familiar vocabulary and opinions alongside some key structures (for example, connectives-see list below) to write short sentences accurately.</p> <ul style="list-style-type: none"> adjectives quantifiers connectives
Acquiring	Listening	<ul style="list-style-type: none"> I can start to recognise familiar vocabulary in what I hear. I can start to recognise basic opinions in what I hear. 	<ul style="list-style-type: none"> I can start to make links between sounds and spellings in familiar vocabulary and can apply this knowledge when listening. I can start to correctly identify gender differences in nouns/adjectives and apply when listening e.g. adjective agreement. I can start to apply my knowledge of target language word order and when listening to short sentences. 	I can start to accurately identify basic, short sentences in one time frame when listening to audio.	<p>I can start understanding basic familiar vocabulary and opinions alongside some key structures (for example, connectives-see list below) when listening to short sentences.</p> <ul style="list-style-type: none"> adjectives quantifiers connectives

	Reading	<ul style="list-style-type: none"> I can start to recognise familiar vocabulary in what I read. I can start to recognise basic opinions in what I read. 	<ul style="list-style-type: none"> I can start to make links between sounds and spellings in familiar vocabulary and can apply this knowledge when reading. I can start to correctly identify gender differences in nouns/adjectives and apply when reading e.g. adjective agreement. I can start to apply my knowledge of target language word order when reading short sentences. 	I can start to accurately identify basic, short sentences in one time frame when reading.	<p>I can start to understand basic familiar vocabulary and opinions alongside some key structures (for example, connectives-see list below) when reading short sentences.</p> <ul style="list-style-type: none"> adjectives quantifiers connectives
	Speaking	<ul style="list-style-type: none"> I can start to make use of cognates, near cognates and some familiar vocabulary in what I say. I can start to give a basic opinion when I am speaking using a two word structure e.g. es genial, c'est genial. 	<ul style="list-style-type: none"> I can start to make links between sounds and spellings in familiar vocabulary and can apply this knowledge to my speaking. I can start to correctly identify gender differences in nouns/adjectives and apply this to my speaking e.g. adjective agreement. I can start to apply my knowledge of target language word order when saying nouns and adjectives. 	I can start to accurately say basic, short sentences using one time frame.	<p>I can start to use basic familiar vocabulary and opinions alongside some key structures (for example, connectives-see list below) to say short sentences accurately.</p> <ul style="list-style-type: none"> adjectives quantifiers connectives
	Writing	<ul style="list-style-type: none"> I can start to make use of cognates, near cognates and some familiar vocabulary in what I write. I can start to give a basic opinion when I am writing using a two word structure e.g. es genial, c'est genial. 	<ul style="list-style-type: none"> I can start to make links between sounds and spellings in familiar vocabulary and can apply this knowledge to my writing. I can start to correctly identify gender differences in nouns/adjectives and apply this to my writing e.g. adjective agreement. I can start to apply my knowledge of target language word order when writing nouns and adjectives. 	I can start to accurately write basic, short sentences using one time frame.	<p>I can start to use basic familiar vocabulary and opinions alongside some key structures (for example, connectives-see list below) to write short sentences accurately.</p> <ul style="list-style-type: none"> adjectives quantifiers connectives