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|  | What I should know, understand, be able to explain or do |
| Exceptional | I can describe my school in detail using a wide range of adjectives.  I can explain what there is and what there is not in my school. I can describe my ideal school in detail using the conditional tense of the verb ‘to be’.  I can describe the classrooms in my school along with the facilities in detail. I can use qualifiers to add a more complex element to my description (quite, very, a bit).  I know all the vocabulary for items of uniform. I can explain what I wear to school. I can give an opinion on my uniform and describe my ideal uniform.  I can say what I used to wear to school using the 1st person imperfect tense of the verb ‘to wear’.  I can compare the for and against having a school uniform. I can back up my own opinion with reasons.  I can use adjectives to describe my uniform, including more complex adjectives such as ‘striped’, ‘checked’ etc). I can also add colours.  I know how to explain what the school rules are in sentences.  I can use modal verbs (must, can) to explain what you must do and can/can not do at school).  I can give my opinion on school rules and justify my opinion.  I can use negative verb phrases and can explain the grammar rules to others. |
| Advancing | I can describe my school using a range of adjectives.  I can explain what there is and what there is not in my school. I can describe my ideal school using the conditional tense of the verb ‘to be’.  I can describe the classrooms in my school along with the facilities in some detail. I can use qualifiers to add a more complex element to my description (quite, very, a bit).  I know vocabulary for items of uniform. I can explain what I wear to school. I can give an opinion on my uniform and describe my ideal uniform. I can compare the for and against having a school uniform.  I can use adjectives (colours) to describe my uniform..  I can explain school rules.  I can use modal verbs (must, can) to explain what you must do and can/can not do at school).  I can give my opinion on school rules and can sometimes justify my opinion.  I can use negative verb phrases and can explain the grammar rules to others. |
| Secure | I can describe my school using a range of adjectives.  I can explain what there is and what there is not in my school. I can describe my ideal school using the conditional tense of the verb ‘to be’.  I can describe the classrooms in my school along and know the vocabulary for some facilities.  I can use qualifiers to add a more complex element to my description (quite, very, a bit).  I can explain what I wear to school. I can give an opinion on my uniform. I can compare the for and against having a school uniform.  I can say what colour my uniform is.  I can give school rules.  I can make an attempt to use modal verbs (must, can) to explain what you must do and can/can not do at school).  I can use negative verb phrases and can explain the grammar rules to others. |
| Developing | I can describe my school using some more basic adjectives.  I can explain what there is and what there is not in my school.  I can describe the classrooms in my school and I know some of the facilities.  I can explain what I wear to school. I can give an opinion on my uniform.  I can understand school rules.  I can understand modal verbs (must, can) and I can make an attempt to explain what you must do and can/can not do at school).  I can create some negative verb phrases. |
| Emerging | I can describe my school using very basic adjectives.  I can explain what there is and what there is not in my school.  I can explain what I wear to school.  I can understand some school rules.  I can create some negative verb phrases. |