



# Lymm High School- KS3 Life after levels - Languages

		<b>BRONZE</b>	<b>SILVER</b>	<b>GOLD</b>	<b>PLATINUM</b>
		<b>D and below= GCSE 1,2,3</b>	<b>C= GCSE 4</b>	<b>C/B= GCSE 5,6</b>	<b>A/A*= GCSE 7,8,9</b>
	<b>SPEAKING <i>Communication</i></b>	<ul style="list-style-type: none"> <li>• Role-plays: Some messages are partially conveyed, often with ambiguity</li> <li>• Photo cards: The speaker gives understandable replies to most questions but they may be short and/or repetitive</li> <li>• Rarely uses repair strategies effectively in seeking clarification</li> <li>• Gives short responses.</li> <li>• Attempts at longer responses or at narrating events require an effort of concentration to be understood</li> <li>• Some responses may be unintelligible</li> <li>• Gives at least one opinion.</li> </ul>	<ul style="list-style-type: none"> <li>• Role-plays: Messages are partially conveyed or conveyed with some ambiguity</li> <li>• Photo cards: understandable replies to most questions and develops at least one answer</li> <li>• Use of repair strategies in seeking clarification is inconsistent</li> <li>• Usually gives quite short responses but occasionally gives extended responses</li> <li>• Occasionally narrates events briefly when asked to do</li> <li>• Usually gives clear information but lacks clarity from time to time</li> <li>• Gives opinions, some of which are explained</li> </ul>	<ul style="list-style-type: none"> <li>• Role-plays: Can complete a target-language role play with occasional ambiguity</li> <li>• Photo cards: replies to all or nearly all questions clearly and develops some answers</li> <li>• Can sometimes use repair strategies effectively in seeking clarification</li> <li>• Regularly develops responses in extended sequences of speech</li> <li>• Usually narrates events but may require prompting</li> <li>• Generally conveys information clearly, giving and explaining opinions</li> </ul>	<ul style="list-style-type: none"> <li>• Role-plays: Can complete a target-language role play without ambiguity</li> <li>• Photo cards: replies to all questions clearly and consistently develops answers Use repair strategies effectively in seeking clarification</li> <li>• Consistently develops responses in extended sequences of speech</li> <li>• Narrates events coherently</li> <li>• Conveys information clearly at all times, giving and explaining opinions convincingly</li> </ul>
	<b>SPEAKING <i>Range &amp; accuracy</i></b>	<ul style="list-style-type: none"> <li>• Basic language which uses simple structures/ vocabulary and may often be repetitive</li> <li>• There is little or no success in making reference to past or future events</li> </ul>	<ul style="list-style-type: none"> <li>• Good language with some attempts at more complex structures which are usually successful</li> <li>• References to past and future, as well as present,</li> </ul>	<ul style="list-style-type: none"> <li>• Very good language with some variety of linguistic structures and a range of vocabulary</li> <li>• References to past and future, as well as present,</li> </ul>	<ul style="list-style-type: none"> <li>• Excellent language with a wide variety of linguistic structures and a wide range of vocabulary</li> <li>• References to time frames are made confidently - correct tense formations</li> </ul>



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		<ul style="list-style-type: none"> <li>• There are likely to be frequent errors, which impede communication</li> <li>• Pronunciation very anglicised with almost no intonation, making comprehension difficult at times.</li> </ul>	<p>events are made and are sometimes successful</p> <ul style="list-style-type: none"> <li>• There may be minor &amp; more serious errors, but they do not generally impede comprehension</li> <li>• Pronunciation is generally good but some inconsistency at times.</li> </ul>	<p>events are generally successful</p> <ul style="list-style-type: none"> <li>• Any errors are only minor or occur when complex structures and/or vocabulary are attempted.</li> <li>• Pronunciation generally very good but with some inconsistency in more challenging language</li> </ul>	<p>are used to express time frames</p> <ul style="list-style-type: none"> <li>• There are few minor errors and other errors only occur when complex structures and/or vocabulary are attempted</li> <li>• Consistently very good pronunciation and intonation throughout</li> </ul>
	<b>SPEAKING</b> <i>Spontaneity &amp; Fluency</i>	<ul style="list-style-type: none"> <li>• Limited exchange in which the speaker may show no spontaneity</li> <li>• Any successful responses may be pre-learnt</li> <li>• Hesitates frequently, and often at length, before answering questions</li> <li>• Slow delivery means that the conversation lacks any flow</li> </ul>	<ul style="list-style-type: none"> <li>• Good exchange in which the speaker sometimes reacts naturally to the questions asked</li> <li>• Sometimes spontaneous but may, at times, rely on pre-learnt responses</li> <li>• There may be some hesitation before a reply but the delivery generally has a reasonable pace</li> </ul>	<ul style="list-style-type: none"> <li>• Very good exchange in which the speaker usually reacts naturally to the questions asked</li> <li>• Conversation is often spontaneous</li> <li>• Usually responds promptly and there is a reasonable flow of language</li> </ul>	<ul style="list-style-type: none"> <li>• Excellent exchange in which the speaker reacts naturally to the questions asked</li> <li>• Has an air of spontaneity</li> <li>• Responds promptly and speaks with some fluency, though not necessarily with that of a native speaker</li> </ul>
	<b>WRITING</b> <i>Content</i>	<ul style="list-style-type: none"> <li>• 90-word timed writing tasks are not consistently completed to reasonable standard</li> <li>• 40-word timed writing tasks may be completed to a good standard</li> <li>• Some relevant information</li> <li>• Communication is sometimes clear</li> <li>• Instances where messages break down</li> </ul>	<ul style="list-style-type: none"> <li>• 90-word timed writing tasks are consistently completed to a reasonable standard</li> <li>• 40-word timed writing tasks are consistently completed to a very good standard</li> <li>• Generally relevant</li> <li>• Quite a lot of information</li> </ul>	<ul style="list-style-type: none"> <li>• 150-word timed writing tasks are sometimes completed to a good standard</li> <li>• 90-word timed writing tasks are consistently completed to a very good standard</li> <li>• Content is usually relevant and detailed</li> </ul>	<ul style="list-style-type: none"> <li>• 150-word timed writing tasks are consistently completed to a very good standard</li> <li>• 90-word timed writing tasks are consistently completed to an excellent standard</li> <li>• Content is fully relevant and detailed</li> </ul>



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		<ul style="list-style-type: none"> <li>An opinion is expressed</li> </ul>	<ul style="list-style-type: none"> <li>Communication is usually clear but there may be ambiguities</li> <li>Opinions are sometimes expressed and may be justified</li> </ul>	<ul style="list-style-type: none"> <li>A lot of information is communicated clearly with occasional ambiguity.</li> <li>Opinions are regularly expressed and may be justified.</li> </ul>	<ul style="list-style-type: none"> <li>A lot of information is communicated clearly with little or no ambiguity</li> <li>Opinions are regularly expressed and always justified</li> </ul>
	<p><b>WRITING</b> <i>Range of Language</i></p>	<ul style="list-style-type: none"> <li>Little variety of appropriate vocabulary</li> <li>Structures likely to be short and simple</li> <li>Little or no awareness of style and register</li> </ul>	<ul style="list-style-type: none"> <li>Some variety of appropriate vocabulary and structures</li> <li>Longer sentences are attempted, using linking words, often successfully</li> <li>Style and register may not always be appropriate</li> </ul>	<ul style="list-style-type: none"> <li>Good variety of appropriate vocabulary and structures</li> <li>More complex sentences are regularly attempted and are mostly successful</li> <li>A mainly fluent piece of coherent writing with occasional lapses</li> <li>Style and register are appropriate</li> </ul>	<ul style="list-style-type: none"> <li>Very good variety of vocabulary and structures</li> <li>More complex sentences are handled confidently</li> <li>A fluent piece of coherent writing</li> <li>Style and register are appropriate</li> </ul>
	<p><b>WRITING</b> <i>Accuracy</i></p>	<ul style="list-style-type: none"> <li>Major errors and frequent minor ones</li> <li>Intended meaning is not always clear</li> <li>Limited success with verb/tense formation</li> </ul>	<ul style="list-style-type: none"> <li>Likely to be minor errors</li> <li>May be some major errors, not only in complex structures</li> <li>Verb and tense formations are inconsistent</li> </ul>	<ul style="list-style-type: none"> <li>Some minor errors</li> <li>Occasional major errors, usually in attempts at more complex structures</li> <li>Verbs and tense formations are usually correct</li> </ul>	<ul style="list-style-type: none"> <li>Very accurate</li> <li>May be a few errors in attempts at more complex structures</li> <li>Verbs and tense formations are secure – correct tense formations are used to express time frames</li> </ul>
	<p><b>COMPREHENSION</b> <i>Reading</i> <i>Listening</i></p>	<ul style="list-style-type: none"> <li>Comprehend shorter spoken/written pieces of language, although this can be inconsistent</li> <li>Limited comprehension of content involving unfamiliar language</li> </ul>	<ul style="list-style-type: none"> <li>Comprehend shorter spoken/written pieces of language, although this may be inconsistent</li> <li>Sometimes comprehends longer spoken/written pieces of language</li> </ul>	<ul style="list-style-type: none"> <li>Consistently comprehend shorter spoken/written pieces of language, involving more complex structures</li> <li>Often comprehends longer spoken/written pieces of</li> </ul>	<ul style="list-style-type: none"> <li>Consistently comprehend longer spoken/written pieces of language, involving more complex structures</li> </ul>



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		<ul style="list-style-type: none"> <li>• Foundation-tier questions are sometimes answered with confidence</li> </ul>	<ul style="list-style-type: none"> <li>• Can occasionally comprehend content involving unfamiliar language</li> <li>• With support, can sometimes comprehend and answer target-language questions</li> <li>• Higher-tier questions are sometimes answered effectively</li> <li>• Foundation-tier questions are often answered with confidence</li> </ul>	<p>language, involving more complex structures</p> <ul style="list-style-type: none"> <li>• Can often comprehend content involving unfamiliar language</li> <li>• Can usually comprehend and answer target-language questions</li> <li>• Higher-tier questions are often answered with confidence</li> <li>• Foundation-tier questions are consistently answered with confidence</li> <li>• Can usually comprehend authentic target-language texts/literature</li> </ul>	<ul style="list-style-type: none"> <li>• Can comprehend content involving unfamiliar language</li> <li>• Can comprehend and answer target-language questions</li> <li>• Higher-tier questions are answered with confidence</li> <li>• Can comprehend authentic target-language texts/literature</li> </ul>
	<b>TRANSLATION</b>	<ul style="list-style-type: none"> <li>• Few key messages are conveyed effectively</li> </ul>	<ul style="list-style-type: none"> <li>• Some key messages are conveyed effectively</li> </ul>	<ul style="list-style-type: none"> <li>• Most key messages are conveyed effectively</li> </ul>	<ul style="list-style-type: none"> <li>• All key messages are conveyed consistently well</li> </ul>