



Comberton Village College MFL Department

Y7 Depth of understanding descriptors



| Grade | Listening and Reading | Speaking | Writing |
|-------|---|--|--|
| 8 | Demonstrate understanding of main points and some details in short passages which include reference to the present and the future. Translate and transcribe short phrases in present or future time frames. | Take part in simple conversations, referring to the present and/or the future. Describe and give information in short dialogues using familiar vocabulary and common grammatical structures. Use good pronunciation and intonation. Spontaneously produce words and short phrases including present tense verbs in speech. | Use a range of verbs to refer to the present and future in taught persons to write sentences about what people do. Translate short sentences into the target language in present or future time frames. |
| 6 | Demonstrate understanding of main points including time expressions from short phrases using familiar vocabulary in the present tense. Translate and transcribe familiar words. | Consistently good pronunciation of core sound spelling patterns when isolated. Ask and answer simple questions using familiar language and present tense including classroom talk. | Translate familiar words and short phrases into the target language from memory. Generally accurate in using straightforward language and meaning is clear. Write sentences using a model and give opinions. |
| 4 | Recognise and understand short sentences made up from familiar vocabulary including present tense verbs for more than one person. Understand simple opinions e.g. silly, good | Read source and cluster words correctly with an emerging understanding of pronunciation of sound spelling patterns. Answer simple questions with support using the present tense. | Complete a few short sentences with support, giving basic information and using the present tense of frequently used verbs. Write some familiar words from memory. Spelling and accents may not be accurate, but the meaning is usually clear. |
| 2 | Demonstrate understanding of isolated familiar words and short phrases, spoken clearly and repeated. | Say single words and short phrases with support. Imitate a model of correct pronunciation and intonation. Emerging awareness of sound spelling patterns. | Write or copy simple words correctly. Label items. Complete short phrases or sentences. Emerging understanding of articles and gender, present tense verbs. e.g. I am, I have. |



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Y8 Depth of understanding descriptors



| Grade | Listening and Reading | Speaking | Writing |
|----------|--|--|--|
| 8 | Demonstrate understanding of short and longer passages, a range of taught grammatical structures and reference to the present, the past and the future. Translate and transcribe sentences in at least two tenses. | Speak with good pronunciation and intonation to give detail and refer to the present, the past and the future. Use a range of common vocabulary and taught grammatical structures. Demonstrate spontaneity in classroom talk, e.g. by asking 'how about you?' | Write short texts in a range of contexts, referring to the present, the past and the future. Translate longer sentences into the target language. Mostly accurate and meaning is clear, but with some minor errors (e.g. spellings, genders, agreements) and occasional major errors (e.g. with verbs and tenses). |
| 6 | Demonstrate understanding of main points and some details in short passages which include reference to the present and the past &/or future. Translate and transcribe short phrases in present or future. | Take part in simple conversations, referring to at least one time frame. Describe and give information in short dialogues using familiar vocabulary and common grammatical structures. Use good pronunciation and intonation. Spontaneously produce words and short phrases including present tense verbs in speech. | Use a range of verbs in two tenses in taught persons to write sentences about what people do. Translate short sentences into the target language in present, past or future. |
| 4 | Demonstrate understanding of main points including time expressions from short phrases using familiar vocabulary in the present tense. Translate and transcribe familiar words. | Consistently good pronunciation of core sound spelling patterns when isolated. Ask and answer simple questions using familiar language and present tense including classroom talk. | Translate familiar words and short phrases into the target language from memory. Generally accurate in using straightforward language and meaning is clear. Write sentences using a model. Give opinions. |
| 2 | Recognise and understand short sentences made up from familiar vocabulary including present tense verbs for more than one person. Understand simple opinions e.g. silly, good. | Read source and cluster words correctly with an emerging understanding of pronunciation of sound spelling patterns. Answer simple questions with support using the present tense. | Complete a few short sentences with support, giving basic information and using the present tense of frequently used verbs. Write some familiar words from memory. Spelling and accents may not be accurate, but the meaning is usually clear. |



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Y9 Depth of understanding descriptors



| Grade | Listening and Reading | Speaking | Writing |
|----------|--|--|--|
| 8 | Deduce meaning and demonstrate understanding of overall message and key points in a range of passages which include a range of at least three different tenses and some less familiar vocabulary. Transcribe and translate sentences across 3 time frames with good accuracy. Identify justified opinions. | Begin to initiate and develop conversations and narrate events. Use a wide range of common vocabulary and grammatical structures referring to the past, present and future. Demonstrate spontaneity by asking questions, responding to unexpected questions. Use increasingly accurate pronunciation and intonation. | Write longer texts in a range of contexts, referring to the present, the past and the future using different parts of the verb. Translate longer sentences. Mostly accurate and meaning is clear, but with some minor errors and occasional major errors in more complex structures. |
| 6 | Demonstrate understanding of short and longer passages, a range of taught grammatical structures and reference to the present, the past and the future. Translate and transcribe sentences in at least 2 tenses. | Speak with good pronunciation and intonation to give detail and refer to the present, the past and the future. Use a range of common vocabulary and taught grammatical structures. Demonstrate spontaneity in classroom talk, e.g. by asking 'how about you?' | Write short texts in a range of contexts, referring to the present, the past and the future. Translate longer sentences into the target language. Mostly accurate and meaning is clear, but with some minor errors (e.g. spellings, genders, agreements) and occasional major errors (e.g. with verbs and tenses). |
| 4 | Demonstrate understanding of main points and some details in short passages which include reference to two tenses. Translate and transcribe short phrases in present, past or future. | Take part in simple conversations, referring to at least one tense. Describe and give information in short dialogues using familiar vocabulary and common grammatical structures. Use good pronunciation and intonation. | Use a range of verbs in two tenses in taught persons to write sentences about what people do. Translate short sentences into the target language in present, past or future. |
| 2 | Demonstrate understanding of main points from short phrases using familiar vocabulary in the present tense. Translate and transcribe familiar words. | Consistently good pronunciation of core SSCs when isolated. Ask and answer simple questions using familiar language and present tense including classroom talk. Spontaneously produce words and short phrases including present tense verbs in speech. | Translate familiar words and short phrases into the target language from memory. Generally accurate in using straightforward language and meaning is clear. Write sentences using a model. |