BOURNEMOUTH SCHOOL
FOR GIRLS

| Assessment area | Developing | Secure | Excellent |
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| **LISTENING** | • She can understand a few familiar spoken words and phrases with a lot of repetition.<br><br>• She can understand a range of familiar spoken words and phrases with some repetition: classroom commands, short familiar questions.<br><br>• She can understand the main points from short spoken passages made up of familiar material and understand simple opinions. | • She can understand **some** of the main points and opinions in longer spoken passages of familiar material in the present tense **with support.**<br><br>• She can understand the **main** points and opinions in longer spoken passages of familiar material in the present tense with **some support.**<br><br>• She can understand the **main** points and opinions in longer spoken passages of familiar material in the present tense with **no support.** | • She can understand **some** of the main points and opinions in spoken passages made up of familiar material from a variety of contexts across 2 tenses.<br><br>• She can understand **the majority** of the main points and opinions in spoken passages made up of familiar material from a variety of contexts across 2 tenses.<br><br>• As above **plus deducing meaning from the context and understanding finer detail.** |
| **READING**<br>(FR-ENG TR) | • She recognises and can read out a few familiar words and phrases and may need support.<br><br>• She understands familiar written phrases.  I can match sound to print.  I can use resources to find meanings of new words.<br><br>• She understands the main points and personal responses in short written texts of familiar language in simple sentences. She can use a dictionary independently. | • She can understand **some** of the main points and opinions in longer authentic texts of familiar material in the present tense **with support.**<br><br>• She can understand the **main** points and opinions in longer authentic texts of familiar material in the present tense with **some support.**<br><br>• She can understand the **main** points and opinions in longer authentic texts of familiar material in the present tense with **no support.** | • She can understand **some** of the main points and opinions in authentic texts made up of familiar material from a variety of contexts across 2 tenses.<br><br>• She can understand **the majority** of the main points and opinions in authentic texts made up of familiar material from a variety of contexts across 2 tenses.<br><br>• As above **plus deducing meaning from the context and understanding finer detail.** |

| SPEAKING | • She can say single words and short simple phrases in response to what she sees and hears. Some correct pronunciation. | • She is starting to use memorised classroom language. She can participate in brief conversations on familiar topics, giving opinions and reasons in the positive and negative. With some hesitation. Rephrasing of questions may be required. She is more aware of correct pronunciation and intonation. | • She is beginning to use TL spontaneously. She has a good level of pronunciation and intonation. She uses longer sentences to express and justify opinions. She is starting to talk in 2 tenses using some forms of the verb. |
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| | • She can answer simple questions and give basic information. She can show awareness of sound patterns and meaning is clear. | • She uses memorised classroom language. She is confident to give opinions and reasons in the positive and negative with little hesitation. She is able to correct her errors with some prompting. She pays more attention to her pronunciation and intonation. | • She uses TL spontaneously and more frequently. She talks in 2 tenses using all forms of the verb. She uses negatives in the immediate future with some support. |
| | • She can ask and answer simple questions and talk about interests. She can use short phrases to express opinions. She uses mainly memorised language with developing accuracy in pronunciation and intonation. | • She uses memorised classroom language with no support. She speaks confidently with little or no hesitation and the meaning is clear. Her pronunciation and intonation are more accurate. She is beginning to use longer sentences and is able to talk about other people/pets. | • She uses TL spontaneously, creatively and confidently. She can ask questions and can use her previous knowledge in new contexts. She uses negatives in two tenses with greater confidence. She speaks with little ambiguity. |

| WRITING<br>(ENG – Fr TR)<br>Grammar | • She can write or copy words and short simple phrases. She can label and select appropriate words to complete short **phrases.**<br><br>• She can write 1 or 2 short **sentences** following a model, filling in the words on a simple form. She can write familiar words from memory and her spelling may be approximate.<br><br>• She can write a few **short sentences** with support. She is starting to write from memory and her spelling is understandable. | • She is starting to use her knowledge of grammar to write short texts on familiar topics. She can express opinions in the positive and negative using mainly accurate language. She is beginning to spot language patterns for translations.<br><br>• She is using her knowledge of grammar with increasing confidence to write short texts on familiar topics and express opinions in the positive and negative.<br><br>• She is beginning to write longer sentences and she is able to write about other people/pets. She can use previous knowledge to translate short passages. | • She can write longer sentences with some detail in the TL to express and justify opinions. She is starting to use 2 tenses with some forms of the verb.<br><br>• She writes confidently in 2 tenses using all forms of the verb in both the positive and the negative with some support, generally correct.<br><br>• She writes creatively using 2 tenses and a wide range of vocabulary. She can use resources to check and extend her work. There is little ambiguity in her work. |
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