



# KEY STAGE 3

## Y7 - Y9



# ASSESSMENT STEPS



Spanish

Key Stage 3 Descriptors	Key Knowledge Skills and Understanding for Key Stage 3 What do students know and what can they do?	
	Listening A01	Speaking A02
 + Excelling - (Projected Grade 9 at GCSE)	<p>Listening A01</p> <ul style="list-style-type: none"> <li>Students are able to pick out the key points of long passages spoken by native speakers at normal speed.</li> <li>Students can understand many grammatical structures and recognise time frames, synonyms, antonyms and positive/negative opinions in passages.</li> <li>Students are able to identify the relevant information from spoken passages.</li> <li>Students can understand passages on a range of topics.</li> <li>Students know a very good range of vocabulary on topics that have been covered recently.</li> <li>Students can listen for tone and intonation and use this information to help them to deduce meaning and draw logical conclusions.</li> <li>Students are able to demonstrate some good listening strategies which enable them to decipher unknown vocabulary items.</li> <li>Students are often able to answer more higher level comprehension questions accurately.</li> </ul>	<p>Speaking A02</p> <ul style="list-style-type: none"> <li>Students can respond with increasing spontaneity to unexpected questions and expand answers where appropriate on a range of topics.</li> <li>Students are able to ask some unsolicited questions; albeit with a little hesitation and begin to initiate and develop conversations and narrate events on a range of topics with increasing coherence and confidence.</li> <li>Students are able to demonstrate a good level of pronunciation and intonation accuracy; with inconsistency in more challenging and complex language. Accent is understandable.</li> <li>Students can develop their responses (explaining opinions on a range of topics) and can talk clearly about events in some detail.</li> <li>Students are able to use a good range of vocabulary and higher level language structures.</li> <li>Students can use a wider range of more complex grammatical structures and communicate with a good level of accuracy in three time frames.</li> <li>Students can make minor and some major errors but can apply break down strategies to identify unknown words, phrases and grammar structures.</li> </ul>
 + Mastering - (Projected Grades 6 - 8 at GCSE)	<ul style="list-style-type: none"> <li>Students can understand longer spoken passages on a topic recently covered.</li> <li>Students are often able to pick out key information in longer passages spoken by a native speaker at near normal speed after listening to them several times.</li> <li>Students can identify a variety of time frames, grammatical structures and listen for positive and negative points of view.</li> <li>Students know a good range of vocabulary on topics that have been covered recently.</li> <li>Students can often make the connection between the spoken/written word.</li> <li>Students are often able to use a number of strategies to decode the meaning of longer unfamiliar passages.</li> <li>Students often listen for the tone of the speaker's voice to help deduce meaning.</li> <li>Students are able to answer comprehension questions accurately.</li> </ul>	<ul style="list-style-type: none"> <li>Students can respond with some spontaneity to a variety of questions and demonstrate ability to expand some answers where appropriate although their responses can at times sound pre-learnt.</li> <li>Students can ask some questions; albeit with a little hesitation.</li> <li>Students are able to demonstrate improving pronunciation and intonation accuracy; although there is greater inconsistency when presented with more challenging and complex language. Accent is generally understandable.</li> <li>Students can often develop their responses and talk about events in some detail; giving and explaining opinions on a range of topics.</li> <li>Students are able to communicate with an increasing range of vocabulary and grammatical structures.</li> <li>Students can communicate with increasing accuracy in three time frames with any errors (occasional serious ones) not impeding upon communication.</li> </ul>

Key Stage 3 Descriptors	Descriptors of Key Knowledge Skills and Understanding for Key Stage 3 What do students know and what can they do?	
	Listening A01	Speaking A02
+ Securing - (Projected Grades 3 - 5 at GCSE)	<ul style="list-style-type: none"> <li>Students can understand short spoken passages on a topic recently covered.</li> <li>Students are sometimes able to pick out key information in longer passages after listening to them several times</li> <li>Students can recognise positive and negative points of view.</li> <li>Students know a range of vocabulary on topics that have been covered recently.</li> <li>Students can sometimes deduce the meaning of unfamiliar words in short passages</li> <li>Students can sometimes make the connection between the spoken/written word.</li> <li>Students are sometimes able to use strategies to decode short unfamiliar passages.</li> <li>Students can sometimes interpret the tone of the speaker's voice to help them understand their point of view.</li> </ul>	<ul style="list-style-type: none"> <li>Students can respond to an increasing range of simple questions on various topics and can occasionally develop longer responses using connectives.</li> <li>Students can communicate simple responses clearly although they sometimes hesitate and their responses can, at times, sound pre-learnt.</li> <li>Students can take part in short dialogues using familiar vocabulary and common grammatical structures using some different word categories.</li> <li>Students can speak with some intonation and pronounce familiar words relatively accurately. Accent is generally understandable.</li> <li>Students can express opinions and occasionally explain them.</li> <li>Students are able to communicate with some range of vocabulary on familiar topics.</li> <li>Students can speak in the present tense and sometimes successfully in another time frame.</li> </ul>
- Developing + (Projected Grades 1 - 2 at GCSE)	<ul style="list-style-type: none"> <li>Students can understand the gist of short passages on a topic they are familiar with after listening to it several times.</li> <li>Students are able to understand a range of familiar words and phrases in short passages.</li> <li>Students can usually recognise basic positive and negative opinions</li> <li>Students know some of the vocabulary from topics that have recently been covered.</li> <li>Students are able to answer basic comprehension questions on a topic they are familiar with.</li> </ul>	<ul style="list-style-type: none"> <li>Students can usually ask and answer some simple questions with reasonable accuracy on a current/recently covered topic.</li> <li>Students can communicate short responses; albeit with some hesitation and, sometimes, a reliance on having learnt them by memory.</li> <li>Students can often pronounce familiar words accurately.</li> <li>Students can usually exchange simple opinions on some familiar topics.</li> <li>Students are able to show some knowledge of vocabulary on topics that have recently been covered.</li> <li>Students are able to use the present tense and a few connectives accurately when speaking.</li> </ul>
- Emerging + (Below GCSE Grading)	<ul style="list-style-type: none"> <li>Students can recognise cognates and some familiar words spoken in short sentences</li> <li>Students can pick out key words in short sentences</li> <li>Students can sometimes recognise basic positive and negative opinions.</li> <li>Students know some basic vocabulary from topics that have recently been covered.</li> <li>Students are sometimes able to answer basic comprehension questions on a topic they are familiar with.</li> </ul>	<ul style="list-style-type: none"> <li>Students can usually identify basic sound patterns.</li> <li>Students can give short replies to basic familiar questions although they often hesitate.</li> <li>Students are able to communicate very short responses that they have learnt off by heart.</li> <li>Students can sometimes pronounce some familiar words accurately. Students can sometimes express some simple opinions.</li> <li>Students can recall and talk about some factual, cultural and geographical information about the Spanish/ Spanish speaking world.</li> </ul>

Key Stage 3 Descriptors	Key Knowledge Skills and Understanding for Key Stage 3 What do students know and what can they do?	
	Reading A03	Writing A04
 + Excelling - (Projected Grade 9 at GCSE)	<p>Reading A03</p> <ul style="list-style-type: none"> <li>Students are able to pick out the key points of long written passages with some ease.</li> <li>Students can understand many grammatical structures and recognise time frames, synonyms, antonyms and positive/negative opinions in written passages</li> <li>Students can understand authentic Spanish/ Spanish texts on topics they have covered recently.</li> <li>Students can understand passages on a range of topics.</li> <li>Students know a very good range of vocabulary on topics that have been covered recently.</li> <li>Students can identify the context of a written text; skimming and scanning a text to find the information quickly.</li> <li>Students are able to apply some good strategies which enable them to deduce meaning and draw logical conclusions.</li> <li>Students are often able to answer more higher level comprehension questions accurately.</li> </ul>	<p>Writing A04</p> <ul style="list-style-type: none"> <li>Students can write with increasing detail and include quite a lot of information accurately.</li> <li>Students are able to use a good range of vocabulary across a variety of topic areas, narrate events and express well-justified opinions.</li> <li>Students can link sentences and paragraphs, structure ideas and adapt previously-learned language.</li> <li>Students can often write with appropriate style and register using familiar language creatively.</li> <li>Students can translate short passages containing linked longer sentences into Spanish with generally good accuracy although some errors sometimes occur with more complex structures.</li> <li>Students can write longer sentences using a range of connectives and some complex structures and communicate generally accurately in three time frames.</li> <li>Students can use a dictionary to look up words, consolidate verb paradigms and find synonyms.</li> </ul>
 + Mastering - (Projected Grades 6 - 8 at GCSE)	<p>Reading A03</p> <ul style="list-style-type: none"> <li>Students can understand longer written texts on a topic recently covered.</li> <li>Students can skim and scan a text to look for relevant information and usually draw reasonable conclusions from what they read.</li> <li>Students can recognise a variety of time frames, grammatical structures and identify positive and negative points of view.</li> <li>Students know a good range of vocabulary on topics that have been covered recently.</li> <li>Students are often able to use a number of strategies to help them decode the meaning of longer unfamiliar passages.</li> <li>Students can understand authentic Spanish/ Spanish texts on topics they are familiar with.</li> <li>Students are able to skim and scan a text to look for relevant information and often they can draw reasonable conclusions.</li> <li>Students are able to answer comprehension questions accurately.</li> </ul>	<p>Writing A04</p> <ul style="list-style-type: none"> <li>Students can write with reasonably good detail and communicate a range of information with relatively accurate style and register.</li> <li>Students can translate written passages into Spanish/ Spanish with reasonable accuracy.</li> <li>Students can write longer sentences using an increasing range of vocabulary, connectives and sometimes complex structures and express a good variety of reasons for opinions.</li> <li>Students can communicate in two to three time frames with relative success and most of their verb structures are accurate.</li> <li>Students can use a dictionary to look up a variety of words, check verb forms and spellings.</li> <li>Students can identify a range of language patterns and can apply this knowledge to improve the quality and variety of their writing.</li> </ul>

Key Stage 3 Descriptors	Descriptors of Key Knowledge Skills and Understanding for Key Stage 3 What do students know and what can they do?	
	Reading A03	Writing A04
+ Securing - (Projected Grades 3 - 5 at GCSE)	<ul style="list-style-type: none"> <li>Students can understand short passages on a topic recently covered.</li> <li>Students are sometimes able to pick out key information in longer passages after reading it several times</li> <li>Students can recognise positive and negative points of view.</li> <li>Students know a range of vocabulary on topics that have been covered recently.</li> <li>Students can sometimes deduce the meaning of unfamiliar words in short passages</li> <li>Students can sometimes identify different time frames in written passages.</li> <li>Students are sometimes able to use strategies to decode short unfamiliar passages.</li> </ul>	<ul style="list-style-type: none"> <li>Students can write answers reasonably accurately to a range of simple questions on topics studied and can occasionally develop a longer response with some connectives.</li> <li>Students can write a short response increasingly clearly.</li> <li>Students can use a dictionary to look up words and check spellings.</li> <li>Students are able to identify some simple language patterns (such as gender) and verb patterns; using knowledge of the latter to form tenses with some key pronouns.</li> <li>Students can often refer to two different time frames with some success.</li> <li>Students can express opinions and occasionally explain them.</li> <li>Students are able to communicate with some range of appropriate vocabulary on familiar topics.</li> </ul>
- Developing + (Projected Grades 1 - 2 at GCSE)	<ul style="list-style-type: none"> <li>Students can understand the gist of short passages on a topic they are familiar with after reading it several times.</li> <li>Students can understand a range of familiar words and phrases in short texts.</li> <li>Students can usually recognise basic positive and negative opinions</li> <li>Students know a some of the vocabulary from topics that have recently been covered.</li> <li>Students can occasionally deduce the meaning of unfamiliar words.</li> <li>Students are able to answer basic comprehension questions on a topic they are familiar with.</li> </ul>	<ul style="list-style-type: none"> <li>Students can write short answers with support to some simple, familiar questions on a current/recently covered topic using frequently-used present tense verbs with some accuracy.</li> <li>Students can usually translate short, simple sentences containing familiar vocabulary and structures into Spanish/ Spanish.</li> <li>Students are able to communicate some basic responses using straightforward language that are usually understandable.</li> <li>Students can sometimes express simple opinions.</li> <li>Students can identify some simple patterns in language.</li> <li>Students can recall some simple vocabulary on topics that have recently been covered in class.</li> </ul>
+ Emerging - (Below GCSE Grading)	<ul style="list-style-type: none"> <li>Students can recognise cognates and some familiar words written in short sentences</li> <li>Students can pick out key words in short sentences.</li> <li>Students can sometimes recognise basic positive and negative opinions in short sentences</li> <li>Students know some basic vocabulary from topics that have recently been covered.</li> <li>Students are sometimes able to answer basic comprehension questions on a topic they are familiar with</li> </ul>	<ul style="list-style-type: none"> <li>Students can translate familiar words and short phrases into Spanish/ Spanish.</li> <li>Students can write a few short phrases giving very basic information with structured support.</li> <li>Students can write some familiar words from memory.</li> <li>Students can usually identify and show awareness of very basic language patterns.</li> <li>Students can occasionally express a simple opinion.</li> <li>Students can recognise some basic vocabulary on topics that have recently been covered in class.</li> </ul>



# KEY STAGE 4

## Y10 - Y11

# ASSESSMENT STEPS



Spanish



Key Stage 4 Descriptors	Descriptors of Key Knowledge Skills and Understanding for Key Stage 4	
	Listening Paper 1	Speaking Paper 2
9	<ul style="list-style-type: none"><li>Students can readily understand long passages spoken by native speakers at near normal speed.</li><li>Students can understand a range of accents, registers, tone and intonation and use this information to help me deduce meaning.</li><li>Students are able to answer comprehension questions highly accurately.</li><li>Students can quickly identify the relevant information from a longer spoken passage.</li><li>Students can understand passages on any topic, including unfamiliar ones.</li><li>Students are able to demonstrate highly developed listening strategies which enable them to decipher unknown vocabulary items.</li><li>Students have excellent grammatical knowledge and a broad vocabulary.</li></ul>	<ul style="list-style-type: none"><li>Students can speak with a high degree of fluency and clarity.</li><li>Students can speak spontaneously and take the initiative.</li><li>Students are able to demonstrate excellent pronunciation and intonation.</li><li>Students can confidently express and explain a range of complex ideas and opinions.</li><li>Students can talk about events coherently in extended speech.</li><li>Students can use a wide range of complex vocabulary.</li><li>Students can successfully use a range of complex grammatical structures; including subordinate clauses.</li><li>Students can communicate very accurately in three time frames.</li></ul>
8	<ul style="list-style-type: none"><li>Students can understand long passages spoken by native speakers at normal speed.</li><li>Students can understand some different accents, registers, tone and intonation and use this information to help me deduce meaning.</li><li>Students are able to answer comprehension questions accurately.</li><li>Students can identify the relevant information from a longer spoken passage.</li><li>Students can understand passages on almost any topic.</li><li>Students are able to demonstrate well developed listening strategies which enable them to decipher unknown vocabulary items.</li><li>Students have sound grammatical knowledge and a broad vocabulary.</li></ul>	<ul style="list-style-type: none"><li>Students speak with some fluency; though not that of a native speaker.</li><li>Students can speak spontaneously and take the initiative.</li><li>Students are able to consistently demonstrate very good pronunciation and intonation.</li><li>Students can convey information clearly and talk about events in some detail.</li><li>Students can confidently express and explain a range of ideas/opinions,</li><li>Students are able to use a wide range of unusual vocabulary.</li><li>Students are able to use a wide range of grammatical structures and communicate very accurately in three time frames.</li><li>Students can speak accurately; making only minor errors.</li></ul>
7	<ul style="list-style-type: none"><li>Students can pick out the key points of long passages spoken by native speakers at normal speed.</li><li>Students can listen for tone and intonation and use this information to help them deduce meaning and draw logical conclusions.</li><li>Students are able to answer comprehension questions accurately.</li><li>Students can identify the relevant information from a spoken passage.</li><li>Students can understand passages on a range of topics.</li><li>Students are able to demonstrate some good listening strategies which enable them to decipher unknown vocabulary items.</li><li>Students can understand many grammatical structures and recognise time frames, synonyms, antonyms and positive/negative opinions in passages.</li></ul>	<ul style="list-style-type: none"><li>Students can often react naturally to questions and sometimes sound spontaneous.</li><li>Students can usually respond promptly; although with a little hesitation.</li><li>Students can speak at a good pace.</li><li>Students are able to consistently demonstrate generally good pronunciation; with some inconsistency in more challenging language.</li><li>Students can develop their responses (explaining opinions on a range of topics) and can talk about events in some detail clearly.</li><li>Students are able to use a good range of vocabulary and communicate with some accuracy in three time frames.</li><li>Students can make minor and some major errors.</li></ul>

Key Stage 4 Descriptors	Grade Descriptors for Key Stage 4	
	Listening Paper 1	Speaking Paper 2
6	<ul style="list-style-type: none"><li>Students can understand shorter passages and can usually pick out key points in longer passages spoken by native speakers.</li><li>Students can listen for positive and negative opinions, tone and intonation to help them deduce meaning.</li><li>Students can identify synonyms, antonyms, many grammatical structures and usually recognise time frames in spoken passages.</li><li>Students know a very good range of vocabulary on a variety of topics.</li><li>Students are able to use a range of listening strategies effectively to decode unknown vocabulary.</li><li>Students are able to make connections between the spoken/written word.</li><li>Students are mostly able to answer comprehension questions accurately.</li></ul>	<ul style="list-style-type: none"><li>Students can often react naturally to questions and sometimes sound spontaneous.</li><li>Students can usually respond promptly and at a good pace although there may be a little hesitation before they speak.</li><li>Students can pronounce words generally well, with some inconsistency in more challenging language.</li><li>Students can often develop their responses and talk about events in some detail; giving and explaining opinions on a range of topics.</li><li>Students are able to communicate with a good range of vocabulary.</li><li>Students communicate with accuracy in three time frames with any errors (occasional serious ones) not impeding upon communication.</li></ul>
5	<ul style="list-style-type: none"><li>Students can understand short spoken passages on a topic recently covered and can often pick out key information in longer passages.</li><li>Students can listen for positive and negative opinions and tone of voice to understand the speaker's point of view.</li><li>Students can often identify different time frames and grammatical structures such as negatives in spoken passages.</li><li>Students know a good range of vocabulary on a range of themes covered.</li><li>Students are able to use listening strategies to decode unknown vocabulary and recognise synonyms in spoken passages.</li><li>Students are able to make connections between the spoken/written word.</li><li>Students are mostly able to answer comprehension questions accurately.</li></ul>	<ul style="list-style-type: none"><li>Students can react naturally to simple questions.</li><li>Students can respond to nearly all questions clearly although they sometimes hesitate and their responses can at times sound pre-learnt.</li><li>Students can pronounce words reasonably accurately with intonation; their accent is understandable.</li><li>Students can usually respond to questions clearly; developing most answers using a range of connectives.</li><li>Students can occasionally narrate events briefly.</li><li>Students are able to communicate with some range of vocabulary.</li><li>Students communicate with some accuracy in three time frames with any errors generally not impeding upon communication.</li></ul>
4	<ul style="list-style-type: none"><li>Students can understand much of what they hear in short spoken passages on a topic recently covered.</li><li>Students can sometimes listen for tone of voice and use this information to understand the speaker's point of view.</li><li>Students can recognise positive and negative opinions.</li><li>Students know a good range of vocabulary on some themes recently covered.</li><li>Students are sometimes able to use listening strategies to decode unknown vocabulary and recognise synonyms in spoken passages.</li><li>Students are able to make connections between the spoken/written word.</li><li>Students are often able to answer comprehension questions accurately.</li></ul>	<ul style="list-style-type: none"><li>Students can respond to most questions on a range of topics studied. Students can respond to most questions but sometimes hesitate.</li><li>Students can pronounce most familiar words accurately with some intonation; their accent is generally understandable.</li><li>Students can convey short responses and at times develop longer responses using connectives; mostly without ambiguity.</li><li>Students can express opinions and sometimes explain them.</li><li>Students are able to communicate with some range of topic vocabulary and structures and are working towards less repetition.</li><li>Students communicate with some accuracy in more than one time frame.</li></ul>

Key Stage 4 Descriptors	Listening Paper 1	Speaking Paper 2
	<ul style="list-style-type: none"><li>Students can pick out the key points in short spoken passages on a topic recently covered.</li><li>Students can understand quite a lot of information from a spoken passage after listening to them several times.</li><li>Students can sometimes work out the gist of longer spoken passages.</li><li>Students can recognise positive and negative opinions and interpret the tone of the speaker's voice to help them understand their point of view.</li><li>Students know a range of vocabulary on some themes recently covered.</li><li>Students are sometimes able to deduce the meaning of unfamiliar words.</li><li>Students are often able to answer comprehension questions on a familiar topic accurately.</li></ul>	<ul style="list-style-type: none"><li>Students can respond to simple questions on a range of topics studied and are occasionally developing longer responses with connectives.</li><li>Students can communicate simple responses with clarity.</li><li>Students are starting to be able to speak more fluently.</li><li>Students can speak with some intonation and pronounce familiar words accurately.</li><li>Students can express opinions and occasionally explain them.</li><li>Students are able to communicate with some range of vocabulary on familiar topics.</li><li>Students can speak in the present tense and sometimes successfully in another time frame.</li></ul>
3		
2		<ul style="list-style-type: none"><li>Students can understand the gist of short spoken passages on a topic recently covered.</li><li>Students can understand the gist of short spoken passage after listening to them several times.</li><li>Students can usually recognise positive and negative opinions.</li><li>Students can sometimes interpret the tone of the speaker's voice to help them understand their point of view.</li><li>Students know vocabulary on themes that have recently been covered.</li><li>Students are occasionally able to deduce the meaning of unfamiliar words.</li><li>Students are normally able to answer straightforward comprehension questions on a familiar topic accurately.</li></ul>
1		<ul style="list-style-type: none"><li>Students can understand the gist of short spoken passages containing cognates and familiar language.</li><li>Students can pick out key vocabulary in a short spoken passage after listening to it several times.</li><li>Students can sometimes recognise positive and negative opinions.</li><li>Students can sometimes interpret the tone of the speaker's voice.</li><li>Students know vocabulary on some familiar themes that have recently been covered.</li><li>Students are sometimes able to answer simple comprehension questions on a familiar topic accurately.</li></ul>

## Descriptors of Key Knowledge Skills and Understanding for Key Stage 4

Key Stage 4 Descriptors	Descriptors of Key Knowledge Skills and Understanding for Key Stage 4	
	Reading Paper 3	Writing Paper 4
9	<ul style="list-style-type: none"> <li>Students can process language quickly in long /complex written passages.</li> <li>Students can understand authentic Spanish texts which they read regularly.</li> <li>Students can identify the context of a written text; skimming and scanning a text to find the information quickly.</li> <li>Students can re-read a text to identify finer detail and nuance.</li> <li>Students are able to answer comprehension questions highly accurately.</li> <li>Students can understand passages on any topic, including unfamiliar ones.</li> <li>Students are able to demonstrate highly developed reading strategies which enable them to decipher unknown vocabulary items.</li> <li>Students have an excellent grammatical knowledge, a very broad vocabulary knowledge and are familiar with some idiomatic expressions.</li> </ul>	<ul style="list-style-type: none"> <li>Students can write about events coherently which are fully relevant to the task with a high degree of accuracy and clarity.</li> <li>Students can translate more complex passages accurately into Spanish.</li> <li>Students can successfully use a range of more complex grammatical structures and confidently communicate in 3 time frames.</li> <li>Students can write virtually faultlessly.</li> <li>Students can write using sophisticated vocabulary and idiomatic expressions in different styles and registers to enhance their writing.</li> <li>Students can use a dictionary to check nuances and find synonyms.</li> <li>Students can demonstrate a strong understanding of linguistic patterns to improve the accuracy and sophistication of their writing.</li> </ul>
8	<ul style="list-style-type: none"> <li>Students can understand long and complex written passages quite easily.</li> <li>Students can understand authentic Spanish texts.</li> <li>Students can quite quickly identify the context of a written text; skimming and scanning a text to find the relevant information.</li> <li>Students can re-read a text to identify finer detail.</li> <li>Students are able to answer comprehension questions very accurately.</li> <li>Students can understand passages on almost any topic.</li> <li>Students are able to demonstrate well developed reading strategies which enable them to infer and decipher new words in context.</li> <li>Students have a sound grammatical knowledge, a broad vocabulary knowledge and are familiar with some idiomatic expressions.</li> </ul>	<ul style="list-style-type: none"> <li>Students can write about events in detail which are fully relevant to the task accurately and with little ambiguity.</li> <li>Students can translate complex passages into Spanish highly accurately.</li> <li>Students can use a range of complex grammatical structures and opinions and communicate accurately in 3 time frames.</li> <li>Students can write accurately making only minor errors.</li> <li>Students can write using a range of complex vocabulary and idiomatic expressions in different styles and registers to enhance their writing.</li> <li>Students can use a dictionary to look up words and find synonyms.</li> <li>Students can use verb tables and recognise patterns in language; using this knowledge to improve the accuracy and complexity of their work.</li> </ul>
7	<ul style="list-style-type: none"> <li>Students can pick out the key points of long written passages quite easily.</li> <li>Students can usually understand authentic Spanish texts.</li> <li>Students can draw logical conclusions and identify the context of a written text; skimming and scanning to find the relevant information.</li> <li>Students can re-read a text to identify detail.</li> <li>Students are able to answer comprehension questions usually accurately.</li> <li>Students can understand passages on a range of topics.</li> <li>Students are able to demonstrate good reading strategies which enable them to usually infer and decipher new words in context.</li> <li>Students can understand many grammatical structures and recognise time frames, synonyms, antonyms and positive/negative opinions in passages.</li> </ul>	<ul style="list-style-type: none"> <li>Students can write with good detail and include a lot of information accurately and with very good clarity which is relevant to the task.</li> <li>Students can translate passages into Spanish with very good accuracy.</li> <li>Students can write longer sentences using a wide range of connectives and some complex structures and communicate mostly accurately in 3 time frames.</li> <li>Students can write with appropriate style and register using a very good range of vocabulary and opinions/reasons.</li> <li>Students can use a dictionary to look up words and find synonyms.</li> <li>Students can use verb tables and recognise patterns in language; using this knowledge to improve the quality of their writing.</li> </ul>

Key Stage 4 Descriptors	Grade Descriptors for Key Stage 4	
	Reading Paper 3	Writing Paper 4
6	<ul style="list-style-type: none"><li>Students can understand shorter written passages and can usually pick out the key points of long written passages</li><li>Students can read authentic Spanish texts which they often understand.</li><li>Students can skim and scan a text to look for relevant information and usually draw reasonable conclusions from what they read.</li><li>Students can recognise positive and negative points of view.</li><li>Students know a variety of vocabulary on a range of themes covered. Students can use some good strategies to decipher unknown vocabulary and can recognise synonyms, antonyms and time frames in written texts.</li><li>Students can understand many grammatical structures.</li><li>Students are mostly able to answer comprehension questions accurately.</li></ul>	<ul style="list-style-type: none"><li>Students can write with good detail and communicate a lot of information very clearly which is relevant to the task.</li><li>Students can translate passage of writing into Spanish very accurately.</li><li>Students can write longer sentences using a wide range of vocabulary, connectives and structures (some complex) and express many reasons for opinions.</li><li>Students can communicate in 3 time frames and most of my verbs are accurate</li><li>Students can use a dictionary to look up words and check verb forms.</li><li>Students can recognise many patterns in language and can apply this knowledge to improve the quality and variety of my writing.</li></ul>
5	<ul style="list-style-type: none"><li>Students can understand short written passages on a topic recently covered and can often pick out key information and detail in longer texts.</li><li>Students can skim and scan a text to find straightforward relevant information and usually draw reasonable conclusions from what they read.</li><li>Students can recognise positive and negative points of view.</li><li>Students know a variety of vocabulary on a range of themes covered. Students can use some strategies for decoding unknown vocabulary and can usually recognise synonyms and antonyms to respond accurately to questions.</li><li>Students can often identify different time frames in written passages.</li><li>Students are mostly able to answer comprehension questions accurately.</li></ul>	<ul style="list-style-type: none"><li>Students can write with some detail and communicate quite a lot of information clearly which is relevant to the task.</li><li>Students can translate passage of writing into Spanish generally accurately.</li><li>Students can write using a range of vocabulary, connectives and structures (occasionally complex) and express reasons for opinions.</li><li>Students can communicate in 3 time frames and their verbs are usually accurate.</li><li>Students can use a dictionary to look up words and check verb forms.</li><li>Students can recognise many patterns in language and can apply this knowledge to support my accuracy when writing.</li></ul>
4	<ul style="list-style-type: none"><li>Students can understand much of what they read in short written passages on a topic recently covered.</li><li>Students can usually skim and scan a text to find straightforward relevant information and often draw reasonable conclusions from what they read.</li><li>Students can usually work out the gist of longer written passages.</li><li>Students can recognise positive and negative opinions.</li><li>Students know a good range of vocabulary on some themes recently covered and are starting to recognise synonyms in written extracts.</li><li>Students can often identify different time frames in written passages.</li><li>Students are often able to answer comprehension questions accurately.</li></ul>	<ul style="list-style-type: none"><li>Students can write answers to most questions on a range of topics studied and are sometimes developing longer responses with connectives</li><li>Students can convey a reasonable amount of information with clarity.</li><li>Students can use a dictionary to look up words and check spellings.</li><li>Students can recognise some patterns in language and verbs and can use this knowledge when forming tenses using different pronouns.</li><li>Students can refer to at least two different time frames with some success; using a dictionary to check verbs if necessary.</li><li>Students can express and sometimes explain simple opinions.</li><li>Students can write with a variety of appropriate vocabulary.</li></ul>

	Reading Paper 3	Writing Paper 4
	Key Stage 4 Descriptors	
3	<ul style="list-style-type: none"><li>Students can pick out the key points in short written passages on a topic recently covered.</li><li>Students can understand quite a lot of information from a written passage after reading/skimming and scanning them several times.</li><li>Students can sometimes work out the gist of longer written passages.</li><li>Students can recognise positive and negative opinions and draw reasonable conclusions from the information.</li><li>Students know a range of vocabulary on some themes recently covered.</li><li>Students are sometimes able to deduce the meaning of unfamiliar words.</li><li>Students are often able to answer comprehension questions on a familiar topic accurately.</li></ul>	<ul style="list-style-type: none"><li>Students can write answers to questions on a range of topics studied and are occasionally developing longer responses with connectives</li><li>Students can communicate simple responses with clarity.</li><li>Students can use a dictionary to look up words and check spellings.</li><li>Students can recognise some simple patterns in language and verbs and can use this knowledge when forming tenses using different pronouns and checking accuracy such as gender.</li><li>Students can refer to two different time frames with some success.</li><li>Students can express opinions and occasionally explain them.</li><li>Students are able to communicate with some range of appropriate vocabulary on familiar topics.</li></ul>
2	<ul style="list-style-type: none"><li>Students can understand the gist of short written passages on a topic recently covered.</li><li>Students can understand the key points of a short text after reading it several times.</li><li>Students can skim and scan a text on a familiar topic to find relevant information.</li><li>Students can usually recognise positive and negative opinions.</li><li>Students know vocabulary on themes that have recently been covered.</li><li>Students are occasionally able to deduce the meaning of unfamiliar words.</li><li>Students are normally able to answer straightforward comprehension questions on a familiar topic accurately.</li></ul>	<ul style="list-style-type: none"><li>Students can write answers to simple questions accurately on a current/recently covered topic.</li><li>Students can usually write short responses clearly.</li><li>Students can use a dictionary to look up words and check spellings.</li><li>Students can express opinions on familiar topics.</li><li>Students are able to show some knowledge of vocabulary on topics that have recently been covered in class.</li><li>Students are able to use the present tense and a few connectives accurately when writing.</li><li>Students can recognise some patterns in verbs.</li></ul>
1	<ul style="list-style-type: none"><li>Students can understand the gist of short written passages containing cognates and familiar language.</li><li>Students can pick out key vocabulary in a short written passage which they use to help them answer questions.</li><li>Students can usually understand the key points of a short text after reading it several times.</li><li>Students can sometimes recognise positive and negative opinions.</li><li>Students know vocabulary on some familiar themes that have recently been covered.</li><li>Students are sometimes able to answer simple comprehension questions on a familiar topic accurately.</li></ul>	<ul style="list-style-type: none"><li>Students can write answers to simple questions in class on a current/recently covered topic in the present tense with some accuracy.</li><li>Students can give short replies to basic familiar questions.</li><li>Students can communicate some basic responses that are usually understandable.</li><li>Students can sometimes express simple opinions.</li><li>Students can identify some simple patterns in language.</li><li>Students know some simple vocabulary on topics that have recently been covered in class.</li></ul>