



HALEWOOD
ACADEMY



KEY STAGE 3 Y7 - Y9



ASSESSMENT STEPS



Spanish

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

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

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

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
<div> <div> + </div> <div> - Securing (Projected Grades 3 - 5 at GCSE) </div> <div> </div> </div>	<ul style="list-style-type: none"> Students can understand short passages on a topic recently covered. Students are sometimes able to pick out key information in longer passages after reading it several times Students can recognise positive and negative points of view. Students know a range of vocabulary on topics that have been covered recently. Students can sometimes deduce the meaning of unfamiliar words in short passages Students can sometimes identify different time frames in written passages. Students are sometimes able to use strategies to decode short unfamiliar passages. 	<ul style="list-style-type: none"> 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. Students can write a short response increasingly clearly. Students can use a dictionary to look up words and check spellings. 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. Students can often refer to two different time frames with some success. Students can express opinions and occasionally explain them. Students are able to communicate with some range of appropriate vocabulary on familiar topics.
<div> <div> + </div> <div> - Developing (Projected Grades 1 – 2 at GCSE) </div> <div> </div> </div>	<ul style="list-style-type: none"> Students can understand the gist of short passages on a topic they are familiar with after reading it several times. Students can understand a range of familiar words and phrases in short texts. Students can usually recognise basic positive and negative opinions Students know a some of the vocabulary from topics that have recently been covered. Students can occasionally deduce the meaning of unfamiliar words. Students are able to answer basic comprehension questions on a topic they are familiar with. 	<ul style="list-style-type: none"> 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. Students can usually translate short, simple sentences containing familiar vocabulary and structures into Spanish/ Spanish. Students are able to communicate some basic responses using straightforward language that are usually understandable. Students can sometimes express simple opinions. Students can identify some simple patterns in language. Students can recall some simple vocabulary on topics that have recently been covered in class.
<div> <div> + </div> <div> - Emerging (Below GCSE Grading) </div> <div> </div> </div>	<ul style="list-style-type: none"> Students can recognise cognates and some familiar words written in short sentences Students can pick out key words in short sentences. Students can sometimes recognise basic positive and negative opinions in short sentences Students know some basic vocabulary from topics that have recently been covered. Students are sometimes able to answer basic comprehension questions on a on topic they are familiar with 	<ul style="list-style-type: none"> Students can translate familiar words and short phrases into Spanish/ Spanish. Students can write a few short phrases giving very basic information with structured support. Students can write some familiar words from memory. Students can usually identify and show awareness of very basic language patterns. Students can occasionally express a simple opinion. Students can recognise some basic vocabulary on topics that have recently been covered in class.



HALEWOOD
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KEY STAGE 4 Y10 - Y11



ASSESSMENT STEPS



Spanish

'We Seek the Best'

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

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

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

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

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

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