

## French and Spanish

| Band   | Year 7   | Year 8   | Year 9  |
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| <b>Higher students can:</b><br><br>GCSE: 7-8       | <ul style="list-style-type: none"> <li>Understand a range of familiar questions without prompting and apply comprehension strategies to cope with unfamiliar / unexpected questions</li> <li>Write and speak in sentences using 1<sup>st</sup> &amp; 3<sup>rd</sup> persons of regular and high frequency irregular verbs in the present tense.</li> <li>Demonstrate a wide range of vocabulary beyond the core language from the Y7 sentence builders</li> <li>Frequently develop ideas using justified opinions, time phrases and connectives</li> <li>Demonstrate accurate use of complex structures (negatives)</li> <li>Communicate clearly with frequently accurate key phonics and spelling errors occur in complex language</li> </ul> | <ul style="list-style-type: none"> <li>Understand a range of question including unfamiliar and unexpected questions</li> <li>Write and speak in full, extended sentences using 1<sup>st</sup> &amp; 3<sup>rd</sup> singular &amp; plural verbs in the present and future tenses</li> <li>Demonstrate a wide range of vocabulary beyond the core language from the Y7 &amp; Y8 sentence builders including some complex structures</li> <li>Consistently develop ideas using justified opinions, time indicators &amp; sequencers, connectives and negative structures</li> <li>Communicate detailed information clearly with mostly accurate pronunciation and spelling, errors are in complex language and do not affect understanding</li> </ul>   | <ul style="list-style-type: none"> <li>Understand a wide range of questions including those that are unprepared with no prompting</li> <li>Write and speak fluently using past, present and future tenses in 1<sup>st</sup> &amp; 3<sup>rd</sup> singular &amp; plural verbs</li> <li>Demonstrate a wide range of language going beyond the high frequency structures from Key Stage 3</li> <li>Consistently develop ideas resulting in extended sentences or paragraphs that are linked together, opinions are fully justified and there are some complex structures</li> <li>Communicate clearly and confidently with accurate pronunciation and spelling, any errors are in more complex language</li> </ul>                       |
| <b>Intermediate students can:</b><br><br>GCSE: 5-6 | <ul style="list-style-type: none"> <li>Understand a range of familiar questions without prompting</li> <li>Write and speak in short sentences using the 1<sup>st</sup> person of regular &amp; high frequency irregular verbs in the present tense</li> <li>Demonstrate a secure knowledge of the vocabulary from the Y7 sentence builders</li> <li>Develop most of their answers with simple opinions (some with justification), time phrases and connectives,</li> <li>Begin to include complex structures (negatives)</li> <li>Communicate with occasional errors in key phonics or more complex spelling</li> </ul>  | <ul style="list-style-type: none"> <li>Understand a range of familiar questions without prompting and apply comprehension strategies to cope with unfamiliar / unexpected questions</li> <li>Write and speak in sentences using 1<sup>st</sup> &amp; 3<sup>rd</sup> persons of regular and high frequency irregular verbs in the present tense or future tense.</li> <li>Demonstrate a secure knowledge of the vocabulary from the Y7 &amp; Y8 sentence builders</li> <li>Frequently develop ideas using justified opinions, time phrases and connectives</li> <li>Demonstrate accurate use of complex structures (negatives)</li> <li>Communicate clearly with mostly accurate key phonics and spelling errors occur in complex language</li> </ul> | <ul style="list-style-type: none"> <li>Understand a range of question including unfamiliar and unexpected questions</li> <li>Write and speak in full, extended sentences using 1<sup>st</sup> &amp; 3<sup>rd</sup> singular &amp; plural verbs in the past, present or future tenses</li> <li>Demonstrate a wide range of vocabulary from the Key Stage 3 sentence builders</li> <li>Consistently develop ideas using justified opinions, time indicators &amp; sequencers, connectives, negative structures and occasional complex or uncommon language</li> <li>Communicate detailed information clearly with mostly accurate pronunciation and spelling, errors are in complex language and do not affect understanding</li> </ul> |
| <b>Foundation students can:</b><br><br>GCSE: 2-4   | <ul style="list-style-type: none"> <li>Understand simple questions with some prompting</li> <li>Share basic information about themselves using familiar high frequency vocabulary in short sentences</li> <li>Write and speak in short sentences with support</li> <li>Develop some ideas with simple opinions, time phrases and connectives</li> <li>Communicate meaning with occasional spelling errors , attempting correct pronunciation and is aware of key phonics</li> </ul>  | <ul style="list-style-type: none"> <li>Understand a range of familiar questions with limited prompting</li> <li>Write and speak in short sentences using the 1<sup>st</sup> person of regular &amp; high frequency irregular verbs in the present or future tense</li> <li>Demonstrate a secure knowledge of the core vocabulary from the Y7 &amp; Y8 sentence builders</li> <li>Develop most of their answers with simple opinions (some with justification), time phrases and connectives,</li> <li>Begin to include complex structures (negatives)</li> <li>Communicate with occasional errors in key phonics or more complex spelling</li> </ul>   | <ul style="list-style-type: none"> <li>Understand a range of familiar questions without prompting</li> <li>Write and speak in sentences using the 1<sup>st</sup> person of regular &amp; high frequency irregular verbs in the past, present or future tense</li> <li>Demonstrate a secure knowledge of the core vocabulary from the Key Stage 3 sentence builders</li> <li>Frequently develop ideas with simple opinions (some with justification), time phrases, connectives and occasional complex structures</li> <li>Communicate clearly with fairly accurate pronunciation and spelling errors do not prevent understanding</li> </ul>  |

# Latin

| Band   | Year 8   | Year 9   |
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| <b>Higher students can:</b><br><br>GCSE: 7-8       | <ul style="list-style-type: none"> <li>Recognise &amp; use 1<sup>st</sup>/2<sup>nd</sup>/3<sup>rd</sup>/4<sup>th</sup> conjugation verbs in the perfect tense</li> <li>Understand the concept of 4 principal parts and use them to find past participles of new verbs</li> <li>Recognise mixed conjugation verbs</li> <li>Recognise &amp; use all cases of 1<sup>st</sup>/2<sup>nd</sup>/3<sup>rd</sup>/4<sup>th</sup> declension nouns</li> <li>Recognise commands in the imperative and use of the vocative case</li> <li>Translate multiple clause sentences &amp; short passages in more than one time frame from and into Latin</li> <li>Understand longer passages in Latin and answer comprehension &amp; language questions</li> <li>Develop their understanding of Roman myths and stories from literature and start to engage with literary texts</li> </ul> | <ul style="list-style-type: none"> <li>Recognise &amp; use verbs in all conjugations in the present, imperfect, perfect, pluperfect and future tenses with high levels of accuracy</li> <li>Recognise sum/possum in all tenses and be able to translate with confidence Translate longer passages with complex structure from and to Latin</li> </ul>  |
| <b>Intermediate students can:</b><br><br>GCSE: 5-6 | <ul style="list-style-type: none"> <li>Recognise and use all cases of 1<sup>st</sup> &amp; 2<sup>nd</sup> declension nouns</li> <li>Recognise &amp; use 1<sup>st</sup>/2<sup>nd</sup>/3<sup>rd</sup>/4<sup>th</sup> conjugation verbs in the present tense</li> <li>Recognise &amp; use verbs in the imperfect tense</li> <li>Recognise &amp; use sum/possum in two tenses (present/imperfect)</li> <li>Recognise and use adjectives &amp; agreements</li> <li>Translate longer / multiple clause sentences from and into Latin</li> <li>Understand short passages in Latin and answer simple comprehension questions</li> <li>Begin to understand about Roman myths and stories from literature</li> </ul>  | <ul style="list-style-type: none"> <li>Recognise &amp; use verbs in all conjugations in the present, imperfect, perfect and future tenses</li> <li>Recognise &amp; use all cases of 1<sup>st</sup>/2<sup>nd</sup>/3<sup>rd</sup>/4<sup>th</sup> declension nouns with high levels of accuracy</li> <li>Recognise io alone and in compound verbs</li> <li>Recognise and use personal pronouns and possessive adjectives</li> <li>Understand longer passages in Latin from literary texts and answer comprehension &amp; language questions</li> <li>Translate longer passages from and to Latin</li> </ul>  |
| <b>Foundation students can:</b><br><br>GCSE: 2-4   | <ul style="list-style-type: none"> <li>Understand the concept of subject &amp; object in relation to verbs</li> <li>Understand that word order in Latin is different to English with strict rules</li> <li>Recognise &amp; use nominative and accusative forms of 1<sup>st</sup> &amp; 2<sup>nd</sup> declension nouns</li> <li>Recognise &amp; use 1st conjugation verbs in the present tense</li> <li>Recognise &amp; use sum/esse in the present tense</li> <li>Use prepositions with accusative &amp; ablative nouns</li> <li>Translate short noun + verb phrases from and into Latin</li> </ul>   | <ul style="list-style-type: none"> <li>Recognise &amp; use 1<sup>st</sup>/2<sup>nd</sup>/3<sup>rd</sup>/4<sup>th</sup> conjugation verbs in the perfect tense</li> <li>Understand the concept of 4 principal parts and use them to find past participles of new verbs</li> <li>Recognise mixed conjugation verbs</li> <li>Recognise &amp; use all cases of 1<sup>st</sup>/2<sup>nd</sup>/3<sup>rd</sup>/4<sup>th</sup> declension nouns</li> <li>Recognise commands in the imperative and use of the vocative case</li> <li>Translate multiple clause sentences &amp; short passages in more than one time frame from and into Latin</li> <li>Understand longer passages in Latin and answer comprehension &amp; language questions</li> <li>Develop their understanding of Roman myths and stories from literature and start to engage with literary texts</li> </ul> |