

## 0-9 Scale descriptions for Speaking MFL - UWS

Stage	Description
9	Initiate, develop, sustain and expand longer conversations and discussions independently. Use language creatively to exchange and justify a range of thoughts and opinions. Use appropriate register. Use a wide range of less common vocabulary and more complex grammatical structures (including some Grade 9 GCSE grammatical structures), using a range of tenses including less common tenses such as the conditional and pluperfect. Interact naturally, with occasional hesitation. Use pronunciation and intonation which would be understood by a native speaker with occasional clarification or repetition.
8	Initiate, develop and sustain conversations and discussions with some expansion. Narrate events and express own opinions and thoughts on a wide range of topics. Use a range of less common vocabulary and more complex grammatical structures (including some Grade 8 GCSE grammatical structures), using a range of tenses including less common tenses such as the conditional. Interact naturally, with little hesitation and little rephrasing. Use pronunciation and intonation which would be understood by a native speaker with some clarification or repetition.
7	Initiate and develop discussions on a wide variety of topics, using appropriate register. Narrate events coherently. Use some less common vocabulary and more complex grammatical structures (including some Grade 7 GCSE grammatical structures), referring to the past, present and future. Demonstrate spontaneity by asking unsolicited questions, responding to unexpected questions and points of view, and expanding answers where appropriate. Use coping strategies to deal with unknown words and phrases. Use pronunciation and intonation which are mostly accurate.
6	Initiate and develop conversations coherently and confidently on a variety of topics. Use and adapt language for new purposes and narrate events. Occasionally use some less common vocabulary and some more complex grammatical structures (including some Grade 6 GCSE grammatical structures), referring to the past, present and future. Demonstrate spontaneity by asking unsolicited questions, responding to unexpected questions and expanding answers where appropriate. Begin to use coping strategies to deal with unknown words. Use pronunciation and intonation which are mostly accurate.
5	Begin to initiate and develop conversations and narrate events. Use a wide range of common vocabulary and grammatical structures (including some Grade 5 GCSE grammatical structures), referring to the past, present and future. Demonstrate spontaneity by asking unsolicited questions, responding to unexpected questions and expanding answers where appropriate. Use increasingly accurate pronunciation and intonation.
4	Take part in longer conversations, expressing and justifying opinions, giving detail and referring to the present, the past <b>and</b> the future. Use a range of common vocabulary and grammatical structures (including some Grade 4 GCSE grammatical structures). Demonstrate spontaneity by asking unsolicited questions, and expand answers. Use increasingly accurate pronunciation and intonation.
3	Take part in short conversations on a range of topics, describing, informing, expressing opinions and giving reasons. Demonstrate spontaneity by asking some unsolicited questions. Refer to the past <b>or</b> future, <b>as well as</b> the present, using a range of familiar vocabulary and common grammatical structures (including some Grade 3 GCSE grammatical structures). Use increasingly accurate pronunciation and intonation.
2	Take part in simple conversations, referring to the present <b>or</b> the future. Exchange opinions and give simple reasons. Describe and give information in short dialogues using familiar vocabulary and common grammatical structures (including some Grade 2 GCSE grammatical structures). Begin to speak spontaneously (e.g. by giving an unsolicited opinion).

1	Ask and answer simple questions. Exchange simple opinions. Take part in brief dialogues, using short phrases referring to the present.
0.5	Answer simple questions. Give basic information and opinions, using familiar vocabulary. Begin to show awareness of sound patterns.
0	Say single words and short phrases with support. Imitate a model of correct pronunciation and intonation.

### 0-9 Scale descriptions for Listening MFL-UWS

Stage	Description
9	Extract and evaluate information in longer passages (including authentic sources, adapted or abridged) covering a range of contemporary and cultural themes, including some more abstract ideas, different types of spoken language, a combination of complex tenses and grammatical structures (including some Grade 9 GCSE grammatical structures) and some uncommon vocabulary.
8	Demonstrate recognition of themes and ideas in longer passages (including authentic sources, adapted or abridged) covering some contemporary and cultural themes, including some different types of spoken language, a combination of complex tenses and grammatical structures (including some Grade 8 GCSE grammatical structures) and some less common vocabulary.
7	Deduce meaning and demonstrate understanding of overall message and detail in longer passages (including authentic sources, adapted or abridged) which include a range of at least three different tenses, opinions and some more complex grammatical structures (including some Grade 7 GCSE grammatical structures) and less familiar vocabulary, spoken clearly.
6	Deduce meaning and demonstrate understanding of detail in longer passages (including some authentic sources, adapted or abridged) which include a range of at least three different tenses, well-justified opinions and some less familiar, as well as familiar, language and grammatical structures (including some Grade 6 GCSE grammatical structures), spoken clearly.
5	Deduce meaning and demonstrate understanding of overall message and key points in a range of passages which include a range of at least three different tenses, justified opinions and some less familiar, as well as familiar, vocabulary and grammatical structures (including some Grade 5 GCSE grammatical structures), spoken clearly.
4	Demonstrate understanding of short and longer passages which include opinions with reasons, a range of basic grammatical structures and reference to the present, the past and the future, spoken clearly (including some Grade 4 GCSE grammatical structures). Transcribe sentences.

3	Demonstrate understanding of a range of short passages which include opinions with basic reasons, details and reference to either the present and the past, or the present and the future, spoken clearly (including some Grade 3 GCSE grammatical structures). Transcribe short sentences.
2	Demonstrate understanding of main points, opinions and some details in short passages which include reference to either the present or the future (including some Grade 2 GCSE grammatical structures). Transcribe short phrases.
1	Demonstrate understanding of main points and opinions from short passages using familiar vocabulary, short phrases and common verbs in the present tense, spoken clearly. Transcribe familiar words.
0.5	Demonstrate understanding of a range of familiar phrases and opinions, spoken clearly.
0	Demonstrate understanding of familiar words and phrases, spoken clearly and repeated if necessary.

### 0-9 Scale descriptions for Writing MFL - UWS

Stage	Description
9	Manipulate language to produce long sequences of mainly fluent writing with some extended, well-linked sentences. Expand on the main points, using a wide variety of vocabulary and grammatical structures (including some Grade 9 GCSE grammatical structures), with frequent examples of complex structures including a range of tenses (including less common tenses such as the conditional and pluperfect) and less common language. Translate a passage containing a range of less common vocabulary and less common structures into the target language, communicating meaning. Mostly accurate, with isolated minor errors.
8	Write coherent extended texts on a wide variety of topic areas, using language effectively to narrate, inform, interest and convince. Use language creatively to express individual thoughts, ideas and points of view. Use a range of grammatical structures, including a combination of tenses (including less common tenses such as the conditional) and structures. Translate a passage containing a range of complex language structures (including some Grade 8 GCSE grammatical structures) into the target language. Mostly accurate and meaning is clear, with only isolated minor errors (e.g. spellings, genders, agreements) and occasional errors with complex structures.
7	Write extended texts on a variety of topic areas, containing detailed descriptions, narrations and well-justified personal opinions, referring to the past, present and future. Link sentences and paragraphs, structure ideas and adapt previously-learned language. Use a variety of grammatical structures accurately, including some more complex forms. Use familiar language creatively. Translate a short passage containing more complex language structures (including some Grade 7 GCSE grammatical structures) into the target language. Mostly accurate and meaning is clear, with only isolated minor errors (e.g. spellings, genders, agreements) and occasional errors with complex structures.

6	Write longer coherent texts on a variety of topics, containing descriptions, narrations and personal opinions with justification, referring to the past, present and future. Link sentences and paragraphs, and structure ideas. Translate a short passage containing linked longer sentences with more complex language structures (including some Grade 6 GCSE grammatical structures) into the target language. Mostly accurate and meaning is clear, with only isolated minor errors (e.g. spellings, genders, agreements) and a few errors with complex structures.
5	Write longer texts for different purposes and in different settings, giving descriptions, narrations and personal opinions with some justification, referring to the past, present and future. Translate longer sentences containing linked ideas and a variety of vocabulary and grammatical structures (including some Grade 5 GCSE grammatical structures) into the target language. Mostly accurate and meaning is clear, but with some minor errors (e.g. spellings, genders, agreements) and some errors with more complex structures.
4	Write short texts in a range of contexts, giving and seeking information and opinions and referring to the present, the past <b>and</b> the future. Use style and register appropriately in familiar settings. Translate longer sentences containing linked ideas (including some Grade 4 GCSE grammatical structures) into the target language. Mostly accurate and meaning is clear, but with some minor errors (e.g. spellings, genders, agreements) and an occasional major error (e.g. with verbs and tenses).
3	Write short texts giving and seeking information and opinions, referring to the past <b>or</b> future <b>as well as</b> the present. Translate longer sentences (including some Grade 3 GCSE grammatical structures) into the target language. Mostly accurate and meaning is clear but some minor errors (e.g. spellings, genders, agreements) and some errors (e.g. with verbs and tenses).
2	Write several short sentences with support to give information and express simple opinions. Translate familiar words and short phrases into the target language. Generally accurate in using straightforward language and meaning is clear, but there may be major errors with verbs.
1	Write several short sentences with support to give information and express simple opinions. Translate familiar words and short phrases into the target language. Generally accurate in using straightforward language and meaning is clear, but there may be major errors with verbs.
0.5	Write a few short sentences with support, giving basic information and using the present tense of frequently-used verbs. Write some familiar words from memory. Spelling and accents may not be accurate, but the meaning is clear.
0	Write or copy simple words correctly. Label items. Complete short phrases or sentences.

## 0-9 Scale descriptions for Grammar MFL - UWS

Stage	Description
9	Understand and use: Use of <i>depuis</i> with imperfect tense Use of direct and indirect object pronouns in all tenses Verbs followed by <i>de</i> or <i>à</i> (e.g. <i>décider de</i> , <i>essayer de</i> , <i>commencer à</i> , <i>apprendre à</i> ) Combinations of tenses (e.g. <i>si</i> + imperfect + conditional) Understand only: Possessive pronouns ( <i>le mien</i> )
8	Understand and use: The conditional The perfect tense of reflexive verbs The imperative of reflexive verbs The pluperfect tense Present participle, including use after <i>en</i> Use of direct object pronouns ( <i>le/la/les</i> ) with non-compound tenses Understand only: Relative pronoun: <i>dont</i> Demonstrative pronouns ( <i>celui</i> )
7	Understand and use: The imperative Combinations of different tenses (present, perfect, future, imperfect) The conditional of further common verbs: <i>ce serait</i> Irregular comparative and superlative adjectives ( <i>pire/le pire</i> , <i>meilleur/le meilleur</i> ) Irregular comparative and superlative adverbs ( <i>mieux</i> , <i>le mieux</i> )
6	Understand and use: The imperfect tense (full paradigm, including less common verbs) Use of <i>y</i> and <i>en</i> Emphatic pronouns ( <i>moi</i> , <i>toi</i> , <i>lui</i> , etc.) Comparative and superlative adverbs ( <i>plus ... que</i> , <i>moins ... que</i> , <i>le/la/les plus/moins ...</i> ) <i>Depuis</i> + present tense Understand only: Indirect object pronouns and object pronouns in compound tenses Understand only: The pluperfect tense Understand only: The passive voice: present tense Understand only: The present participle
5	Understand and use: The imperfect tense of other common verbs The simple future tense

	<p>The present tense of irregular reflexive verbs (full paradigm)  The conditional of <i>vouloir</i> and <i>aimer</i>  Questions using question words and inversion  Other negatives: <i>ne ... rien, ne ... jamais, ne ... que</i>  Subordinating conjunctions: <i>comme, lorsque, parce que, puisque, si</i>  Relative pronouns: <i>qui, que</i>  Interrogative pronouns: <i>qui, que</i>  Demonstrative pronouns: <i>ça, cela</i>  <i>Avant de</i> + infinitive  Understand only: Direct object pronouns (<i>le/la/les</i>) with non-compound tenses</p>
4	<p>Understand and use:  The perfect tense with <i>être</i>  The present tense of regular reflexive verbs (full paradigm)  Three tenses together (present, perfect and near future)  <i>Je voudrais</i> + infinitive  <i>Il faut</i> + infinitive  The imperative (<i>tu</i> and <i>vous</i> forms)  Superlative adjectives (<i>le/la/les plus/moins ...; le/la meilleur(e)/les meilleur(e)s</i>)  Plural possessive adjectives: <i>notre/nos, votre/vos, leur/leurs</i>  Common adverbial phrases  Interrogative verb forms (e.g. <i>parlez-vous anglais? vous parlez anglais? parle-t-il anglais?, est-ce que vous parlez anglais? vous parlez anglais, n'est-ce pas?</i>)</p>
3	<p>Understand and use:  The perfect tense of regular <i>-er</i> verbs, using <i>avoir</i>  The perfect tense of common irregular verbs: <i>boire, faire, prendre, voir</i>  The present tense of common irregular verbs (full paradigm, plus all plural subject pronouns)  Two tenses together (present and perfect or present and near future)  Prepositions followed by <i>de</i> (e.g. <i>à côté de, à droite de, en face de</i>)  Time expressions for use with the perfect tense (e.g. <i>hier, le weekend dernier, l'année dernière</i>)  Irregular adjectives (e.g. <i>beau/belle, vieux/vieille</i>)  Comparative adjectives (<i>plus ... que, moins ... que</i>)  Regular adverbs  Indefinite pronouns (<i>quelqu'un</i>)  Indefinite adjectives (<i>chaque, quelque</i>)  Interrogative adjectives: (<i>quel, quelle</i>)  The imperfect tense of most common verbs (e.g. <i>j'étais, j'avais</i>)</p>
2	<p>Understand and use: The infinitive following verbs of liking (e.g. <i>j'aime</i> + infinitive)  Modal verbs: the present tense of <i>pouvoir, devoir</i> and <i>vouloir</i>  The present tense of regular verbs (full paradigm)  The present tense of reflexive verbs (singular forms only)  The near future tense (<i>aller</i> + infinitive)  Time expressions for use with the near future tense (e.g. <i>demain, ce weekend, ce soir, l'année prochaine</i>)  Other connectives (e.g. <i>parce que, ou, alors, donc</i>)</p>

	<p>Demonstrative adjectives (<i>ce, cet, cette, ces</i>)</p> <p>Use of <i>de</i> after a negative</p> <p>More common prepositions (e.g. <i>au, à la, à l', aux, du, de la, de l', des</i>)</p> <p>Time</p>
1	<p>Understand and use:</p> <p>Regular adjectives: agreement and position (including plurals)</p> <p>Possessive adjectives (<i>mon/ma/mes, ton/ta/tes, son/sa/ses</i>)</p> <p>Interrogatives (e.g. <i>comment, quand</i>)</p> <p>The present tense of key irregular verbs: <i>aller, avoir, être, faire</i> (singular forms only)</p> <p>Verbs followed by <i>à</i> and <i>de</i> (e.g. <i>jouer au foot, aller à la piscine, faire du sport</i>)</p> <p>Simple questions (using <i>est-ce que</i> and <i>qu'est-ce que</i>)</p> <p>The partitive article (<i>du, de la, de l', des</i>)</p> <p>Frequency expressions (e.g. <i>quelquefois, tous les jours</i>)</p> <p>Modes of address (<i>tu</i> and <i>vous</i>)</p> <p>Adverbs of place: <i>ici, là-bas</i>; adverbs of time in the present: <i>aujourd'hui</i></p> <p>Common simple prepositions: e.g. <i>dans, derrière, sur, sous</i></p>
0.5	<p>Understand and use:</p> <p>Regular adjectives (masculine and feminine singular forms only)</p> <p>Subject pronouns: <i>je, tu, il, elle, on</i></p> <p>Verbs of opinion in first person singular, followed by a noun (<i>j'aime, j'adore, je n'aime pas, je déteste</i>)</p> <p>The present tense of regular <i>-er</i> verbs (singular forms only)</p> <p>Simple questions: using intonation to change a statement into a question</p> <p>The simple negative: <i>ne ... pas</i> with present tense verbs</p> <p>Simple connectives (<i>et, mais, aussi, puis</i>)</p> <p>Intensifiers/qualifiers/quantifiers (<i>très, assez, un peu, trop, beaucoup</i>)</p> <p>Dates</p>
0	<p>Understand the following grammatical terms in English: Noun, article, adjective, pronoun, verb, and tense.</p> <p>Understand and use: Nouns (singular and plural).</p> <p>Gender and articles: definite and indefinite articles (masculine, feminine and plural).</p> <p>Key high frequency verb forms: <i>c'est, j'ai, je suis</i>.</p> <p>Numbers.</p>

### 0-9 Scale descriptions for Reading MFL - UWS

Scale	Description
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9	Draw inferences from a range of longer texts, including extracts from literary texts. Respond to key information, themes and ideas and scan for meaning in authentic texts (e.g. autobiographies, letters presenting persuasive arguments) containing a combination of complex tenses and grammatical structures (including some Grade 9 GCSE grammatical structures) and some unfamiliar material. Translate longer passages, containing a range of complex grammatical structures and less common vocabulary, accurately into English with isolated errors.
8	Draw inferences and organise and present relevant details from longer texts, including extracts from literary texts. Respond to information in texts, which include authentic sources containing occasional unfamiliar material and which include a combination of complex tenses, complex grammatical structures (including some Grade 8 GCSE grammatical structures) and less common vocabulary (e.g. international news articles, factual websites). Translate longer passages, containing complex grammatical structures and less common vocabulary, accurately into English with occasional errors.
7	Deduce meaning in longer texts, including extracts from literary texts, which include a combination of different tenses, opinions, some more complex grammatical structures (including some Grade 7 GCSE grammatical structures) and some less common vocabulary. Understand longer authentic texts (e.g. news magazine articles, email exchanges and extracts from plays). Translate short passages, containing more complex language and grammar, accurately into English with occasional errors.
6	Deduce meaning and understand detail in longer texts, including extracts from literary texts, which include a range of at least three different tenses, opinions and some unfamiliar, as well as familiar, language, including some more complex structures (including some Grade 6 GCSE grammatical structures). Understand longer authentic texts (e.g. longer blogs, letters, extracts from novels and short articles). Translate short passages on a range of topics, including more complex structures and less common vocabulary, accurately into English with occasional errors.
5	Demonstrate understanding of overall message and key points of a range of texts, including extracts from literary texts, which include a range of at least three different tenses, opinions and some less familiar vocabulary and more complex grammatical structures (including some Grade 5 GCSE grammatical structures). Use processes to work out meaning in a variety of short and longer authentic texts (e.g. emails and short magazine extracts, and adapted or abridged short stories). Translate short passages, containing occasional more complex grammatical structures and less common vocabulary, into English with increasing accuracy.
4	Demonstrate understanding of a range of short and longer texts which include opinions and refer to the present, the past <b>and</b> the future. Read short authentic texts (e.g. adapted adverts, information leaflets, poems and songs). Translate short passages containing a variety of tenses, vocabulary and grammatical structures (including some Grade 4 GCSE grammatical structures) into English.
3	Demonstrate understanding of a range of short and longer texts which include opinions and refer to the past <b>or</b> future <b>as well as</b> the present. Use processes to work out meaning in short authentic texts (e.g. adapted adverts, poems and songs). Translate longer sentences into English, showing awareness of familiar grammar (including some Grade 3 GCSE grammatical structures), especially tenses.
2	Demonstrate understanding of main points, opinions, overall message and some detail in short written texts, referring to the present <b>or</b> future. Understand short texts written for target-language learners (e.g. menus, short adverts, songs, simple poems). Use a bilingual dictionary or glossary to look up unfamiliar words. Translate simple sentences containing familiar vocabulary and grammar (including some Grade 2 GCSE grammatical structures) into English.
1	Demonstrate understanding of main points and opinions in short texts using familiar language. Translate familiar words and short phrases into English.
0.5	Demonstrate understanding of a range of familiar written phrases and opinions. Match sound to print by reading aloud words and phrases.
0	Demonstrate understanding of familiar written words and phrases. Read them aloud.



