

Year 10	WHAT SHOULD A LOW ABILITY STUDENT ACHIEVE BY END OF YEAR 10? (BELOW)	WHAT SHOULD A MIDDLE ABILITY STUDENT ACHIEVE BY END OF YEAR 10? (MEETING)	WHAT SHOULD A HIGH ABILITY STUDENT ACHIEVE BY END OF YEAR 10? (ABOVE)
	<b>Listening:</b> I can understand passages of spoken French/Spanish covering different topics. I can understand extracts which contain details in at least two time frames. I can note down the main points and specific details, including opinions but I may need to listen more than once.	<b>Listening:</b> I can understand passages of spoken French/Spanish covering a variety of topics. I can understand extracts which contain details in at least three time frames (past, present and future). I can note down the main points and specific details, including opinions but I may need to listen more than once.	<b>Listening:</b> I can understand passages of spoken French/Spanish covering a variety of topics in differing scenarios. I am able to identify and differentiate between tenses during passages. I can also understand longer opinions that are more sophisticated and can hear for connectives that may alter meaning.
	<b>Speaking:</b> I can take part in conversations including at least 4 responses, which include my opinions and some connectives, and in which I talk about events using at least two tenses.	<b>Speaking:</b> I can take part in conversations including at least 4 responses, which include my opinions and some connectives, and in which I talk about events in <u>at least</u> three tenses.	<b>Speaking:</b> I can participate in a variety of exam style speaking scenarios: role-play, description of a photo and a conversation. I can form questions correctly and respond to unknown prompts. I can include a wider variety of tenses in my responses.
	<b>Reading:</b> I can understand a range of texts covering at least two time frames. I can pick out the main points and specific details including opinions.	<b>Reading:</b> I can understand a range of texts covering at least three time frames. I can pick out the main points and specific details including opinions. I can use some strategies to deal with unknown vocabulary	<b>Reading:</b> I can understand a range of texts – including authentic resources- that cover a wider variety of tenses. I am able to highlight and differentiate different periods within the text and am able to use a wide variety of strategies to cope with longer texts that are more challenging.
	<b>Writing:</b> I can write (accurately) a passage in French/Spanish which seeks and gives information and expresses my opinions and which refers to recent experiences or future plans.	<b>Writing:</b> I can write (accurately) a passage in French/Spanish which seeks and gives information and expresses my opinions. The passage must also include information given in the past, present and future tenses.	<b>Writing:</b> I am able to write up to 150 words on any chosen topic, ensuring that I include a variety of different tenses and justified opinions. I can begin to include sophisticated vocabulary such as comparatives and superlatives and idiomatic expressions.

Year 11	WHAT SHOULD A LOW ABILITY STUDENT ACHIEVE BY END OF YEAR 11? (BELOW)	WHAT SHOULD A MIDDLE ABILITY STUDENT ACHIEVE BY END OF YEAR 11? (MEETING)	WHAT SHOULD A HIGH ABILITY STUDENT ACHIEVE BY END OF YEAR 11? (ABOVE)
	<b>Listening:</b> I can understand passages of spoken French/Spanish covering a variety of topics. I can understand extracts which contain details in at least three time frames (past, present and future). I can note down the main points and specific details, including opinions but I may need to listen more than once.	<b>Listening:</b> I can understand passages of spoken French/Spanish covering a variety of topics in differing scenarios. I am able to identify and differentiate between tenses during passages. I can also understand longer opinions that are more sophisticated and can hear for connectives that may alter meaning.	<b>Listening:</b> I can understand and translate large sections of spoken French/Spanish and can listen for detail to answer questions that are more challenging. I can identify and differentiate between a variety of different tenses and use this to inform my answers. I am able to translate extended opinions and respond to questions (in English and Target Language accordingly).
	<b>Speaking:</b> I can take part in conversations including at least 4 responses, which include my opinions and some connectives, and in which I talk about events in <u>at least</u> three tenses.	<b>Speaking:</b> I can participate in a variety of exam style speaking scenarios: role-play, description of a photo and a conversation. I can form questions correctly and respond to unknown prompts. I can include a wider variety of tenses in my responses.	<b>Speaking:</b> I can confidently respond to all needs of the speaking assessment. I am able to use up to 7 different tenses accurately within my speech, whilst also incorporating the subjunctive mood. I can confidently express extended opinions, again using a variety of tenses and I am able to make comparative and superlative statements. I can also use a variety of idiomatic expressions.
	<b>Reading:</b> I can understand a range of texts covering at least three time frames. I can pick out the main points and specific details including opinions. I can use some strategies to deal with unknown vocabulary.	<b>Reading:</b> I can understand a range of texts – including authentic resources- that cover a wider variety of tenses. I am able to highlight and differentiate different tenses within the text and am able to use a wide variety of strategies to cope with longer texts that are more challenging.	<b>Reading:</b> I can understand a range of texts – including authentic resources, poetry and literature- that cover a wider variety of tenses and justified opinions. I am able to transfer my knowledge of grammar points to answering relevant questions. I am also confident at breaking down longer texts with more unknown vocabulary.
	<b>Writing:</b> I can write (accurately) a passage in French/Spanish which seeks and gives information and expresses my opinions. The passage must also include information given in the past, present and future tenses.	<b>Writing:</b> I am able to write up to 150 words on any chosen topic, ensuring that I include a variety of different tenses and justified opinions. I can begin to include sophisticated vocabulary such as comparatives and superlatives and idiomatic expressions.	<b>Writing:</b> I can confidently write 150 word essays on a variety of topics, without the use of a dictionary. I am able to use up to 7 different tenses accurately within my writing, whilst also incorporating the subjunctive mood. I can confidently write extended opinions, again using a variety of tenses and I am able to make comparative and superlative statements. I can also use a variety of idiomatic expressions and am able to write in a variety of different registers.