



Year 9 DC1 Spanish

Learning Focus	Emerging	Developing	Securing	Mastering	Beyond
A01 LISTENING	I can show that they understand a range of familiar spoken phrases. They respond to a clear model of standard language, but may need items to be repeated.	I can show that they understand the main points and some of the detail from spoken passages made up of familiar language in simple sentences. They may need some items to be repeated.	I can show that they understand the main points and opinions in spoken passages made up of familiar material from various contexts, including present and past or future events. They may need some repetition.	I can show that they understand the difference between present, past and future events in a range of spoken material that includes familiar language in less familiar contexts. They identify and note the main points and specific details. They need little repetition.	I can show that they understand longer passages and recognise people's points of view. The passages cover a range of material that contains some complex sentences and unfamiliar language. They understand language spoken at near normal speed, and need little repetition.
A02 SPEAKING	I can answer simple questions and give basic information. They give short, simple responses to what they see and hear, and use set phrases. Their pronunciation shows an awareness of sound patterns and their meaning is clear.	I can take part in simple conversations, supported by visual or other cues, and express their opinions. They begin to use their knowledge of grammar to adapt and substitute single words and phrases. Their pronunciation is generally accurate and they	I can give a short prepared talk that includes expressing their opinions. They take part in short conversations, seeking and conveying information, opinions and reasons in simple terms. They refer to recent experiences or future plans, as well as everyday activities and interests. They	I can give a short prepared talk, expressing opinions and answering simple questions about it. They take part in conversations, using a variety of structures and producing more detailed or extended responses. They apply their knowledge of grammar in new contexts. Although they may be hesitant at	I can answer unprepared questions. They initiate and develop conversations and discuss matters of personal or topical interest. They improvise and paraphrase. Their pronunciation and intonation are good, and their language is usually accurate.



Hope



Endurance



Forgiveness



Trust



		show some consistency in their intonation.	vary their language and sometimes produce more extended responses. Although there may be some mistakes, pupils make themselves understood with little or no difficulty.	times, pupils make themselves understood with little or no difficulty and with increasing confidence.	
A03 READING	I can show that they understand familiar written phrases. They match sound to print by reading aloud familiar words and phrases. They use books or glossaries to find out the meanings of new words.	I can show that they understand the main points and some of the detail in short written texts from familiar contexts. When reading on their own, as well as using a bilingual dictionary or glossary, they begin to use context to work out the meaning of unfamiliar words.	I can show that they understand the main points and opinions in written texts from various contexts, including present, past or future events. Their independent reading includes authentic materials. They are generally confident in reading aloud, and in using reference materials.	I can show that they understand the difference between present, past and future events in a range of texts that include familiar language in less familiar contexts. They identify and note the main points and specific details. They scan written material for stories or articles of interest and choose books or texts to read independently, at their own level. They are more confident in using context and their knowledge of grammar to work out the meaning of unfamiliar language.	I can show that they understand longer texts and recognise people's points of view. These texts cover a range of imaginative and factual material that contains some complex sentences and unfamiliar language. Pupils use new vocabulary and structures found in their reading to respond in speech or writing. They use reference materials when these are helpful.





<p>A04 WRITING</p>	<p>I can write one or two short sentences, following a model, and fill in the words on a simple form. They label items and write familiar short phrases correctly. When they write familiar words from memory, their spelling may be approximate.</p>	<p>I can write short texts on familiar topics, adapting language that they have already learnt. They draw largely on memorised language. They begin to use their knowledge of grammar to adapt and substitute individual words and set phrases. They begin to use dictionaries or glossaries to check words they have learnt.</p>	<p>I can write short texts on a range of familiar topics, using simple sentences. They refer to recent experiences or future plans, as well as to everyday activities. Although there may be some mistakes, the meaning can be understood with little or no difficulty. They use dictionaries or glossaries to check words they have learnt and to look up unknown words.</p>	<p>I can write texts giving and seeking information and opinions. They use descriptive language and a variety of structures. They apply grammar in new contexts. Although there may be a few mistakes, the meaning is usually clear.</p>	<p>I can write articles or stories of varying lengths, conveying opinions and points of view. They write about real and imaginary subjects and use an appropriate register. They link sentences and paragraphs, structure ideas and adapt previously learnt language for their own purposes. They edit and redraft their work, using reference sources to improve their accuracy, precision and variety of expression.</p>
-------------------------------	---	---	---	--	--

