

YEAR 9 SPANISH PROGRESS LADDER

Pathway A	Pathway B	Pathway C	Listening	Reading	Speaking	Writing
1. Exceeding expected progress	1. Exceeding expected progress	1. Exceeding expected progress	<p>Demonstrate a sound understanding of longer passages.</p> <p>Deduce meanings of complex structure and unfamiliar vocabulary.</p> <p>Repetition only required for clarity of specific words.</p> <p>Can cope with normal speed.</p>	<p>Demonstrate a sound understanding of complex sentences and unfamiliar language in long authentic target language texts which include a range of tenses.</p> <p>Accurately translating longer, complex passages from authentic target language texts in unfamiliar contexts.</p>	<p>Always gives extended answers (3 or more verbs). Often narrates events briefly when asked to do so.</p> <p>Answers are regularly spontaneous but students still rely on pre-learned responses.</p> <p>Present, past and future tenses, all of QUACNOT, justified opinions and a variety of juicy bits / idioms are included. They include examples of the preterite, imperfect, present, near future, simple future and conditional. Errors are mainly minor.</p> <p>Pronunciation is very accurate with some inconsistency only occasionally.</p>	<p>Write a longer text using the present, past and future tenses, all of QUACNOT, and a variety of juicy bits and idioms in all tenses.</p> <p>Students can draw on language from memory and manipulate grammar to make sentences. They include examples of the preterite, imperfect, present, near future, simple future and conditional. Errors are mainly minor.</p> <p>Communication is clear and opinions are expressed and justified. A wide variety of vocabulary is used and the style and register are appropriate.</p> <p>Translations show a very good knowledge of vocabulary and structures and are highly accurate.</p>
			<p>Demonstrating a sound understanding of complex sentences and unfamiliar language in listening extracts.</p> <p>Identify key points with detail from longer spoken passages and recognise people's points of view.</p> <p>Little or no repetition is needed.</p> <p>Can cope with near-normal speed.</p>	<p>Demonstrating a sound understanding of complex sentences and unfamiliar language in texts.</p> <p>Identify key points with detail from longer written passages and recognise people's points of view.</p> <p>Translating points of view sometimes in unfamiliar contexts accurately.</p>	<p>Almost always gives extended answers (3 or more verbs). Occasionally narrates events briefly when asked to do so.</p> <p>Answers are sometimes spontaneous but students still rely on pre-learned responses.</p> <p>Present, past and future tenses, all of QUACNOT, justified opinions, at least 2 juicy bits / idioms are included. Errors are minor. They include most of the following: preterite, imperfect, present, near future, simple future and conditional. Errors are mainly minor.</p> <p>Pronunciation is accurate with some inconsistency only occasionally.</p>	<p>Write a longer text using the present, past and future tenses, all of QUACNOT, and at least 3 juicy bits/idioms.</p> <p>Students can draw on language from memory and manipulate grammar to make sentences. They include most of the following: preterite, imperfect, present, near future, simple future and conditional. Errors are mainly minor.</p> <p>Communication is clear and opinions are expressed and justified. A variety of vocabulary is used and the style and register are appropriate.</p> <p>Translations show a very good knowledge of vocabulary and structures and are very accurate.</p>

2. Making expected progress			<p>Demonstrating an understanding of complex sentences and unfamiliar language in listening extracts.</p> <p>Identify key points from longer spoken passages and recognise people's points of view.</p> <p>Little repetition is needed.</p>	<p>Demonstrating an understanding of complex sentences and unfamiliar language in texts.</p> <p>Identify key points from longer written passages and recognise people's points of view.</p> <p>Translating points of view sometimes in unfamiliar contexts in a mainly accurate way.</p>	<p>Often gives extended answers (3 or more verbs). Occasionally narrates events briefly when asked to do so.</p> <p>Answers are sometimes spontaneous but students still rely on pre-learned responses.</p> <p>Present, past and future tenses, all of QUACNOT, justified opinions, at least 1 juicy bits / idioms are included. Errors are minor. They include some of the following: preterite, imperfect, present, near future, simple future and conditional. Errors are mainly minor.</p> <p>Pronunciation is generally accurate with some inconsistency only occasionally.</p>	<p>Write a longer text using the present, past and future tenses, all of QUACNOT, at least 2 juicy bits/idioms.</p> <p>Students can manipulate grammar to make sentences. They include some of the following: preterite, imperfect, present, near future, simple future and conditional. Errors are mainly minor but some more serious errors may occur, particularly in complex structures and sentences</p> <p>Communication is clear and opinions are expressed and justified. A variety of vocabulary is used and the style and register are appropriate.</p> <p>Translations show a good knowledge of vocabulary and structures and are generally accurate.</p>
3. Below expected progress	2. Making expected progress		<p>Demonstrate an understanding between past, present and future tense events in listening extracts.</p> <p>Identify some points of different types of familiar spoken language in less familiar contexts in longer passages.</p> <p>Repetition may be needed.</p>	<p>Demonstrate an understanding between past, present and future tense events in reading texts.</p> <p>Identify some points from longer written passages and recognise people's points of view.</p> <p>Translate sentences into English in the present, past and future tenses which are mainly accurate.</p>	<p>Occasionally gives extended answers (3 or more verbs). Occasionally narrates events briefly when asked to do so.</p> <p>Answers are sometimes spontaneous but students still rely on pre-learned responses. Errors are usually minor.</p> <p>Present, past and future tenses, all of QUACNOT, justified opinions (at least 2), at least 1 juicy bit / idiom is included.</p> <p>Pronunciation is generally good with some inconsistency at times.</p>	<p>Write a short paragraph using the present, past and future tenses (which are mostly successful), all of QUACNOT, plus at least 1 juicy bits/idiom.</p> <p>Students are beginning to manipulate grammar to make sentences.</p> <p>Communication is mostly clear and opinions are expressed and justified and there is some variety of vocabulary.</p> <p>Translations show a reasonable knowledge of vocabulary and structures and are more accurate than inaccurate.</p>

4. Cause for concern	3. Below expected progress	2. Making expected progress	<p>Developing an understanding between present and future tenses.</p> <p>Identify main points of different types of spoken language in familiar situations in longer passages.</p> <p>Repetition may be needed.</p>	<p>Demonstrate an understanding between present and future or past tenses.</p> <p>Identify main points of different types of written language in familiar situations in longer texts.</p> <p>Translate sentences into English in the present and future tense.</p>	<p>Occasionally gives extended answers (3 or more verbs). Occasionally narrates events briefly when asked to do so.</p> <p>Answers are sometimes spontaneous but students still rely on pre-learned responses. Errors are usually minor.</p> <p>Present and future or past tenses, all of QUACNOT, justified opinions (at least 2), at least 1 juicy bits / idioms is attempted.</p> <p>Pronunciation is generally good with some inconsistency at times.</p>	<p>Write a short paragraph using the present and future tenses (which are mostly successful), all of QUACNOT, plus at least 1 juicy bits/idiom.</p> <p>Students are beginning to manipulate grammar to make sentences.</p> <p>Communication is mostly clear and opinions are expressed and justified and there is some variety of vocabulary.</p> <p>Translations show a reasonable knowledge of vocabulary and structures and are more accurate than inaccurate.</p>
			4. Cause for concern	3. Below expected progress	<p>Identifying opinions and justifications on a consistent basis.</p> <p>Understanding main points and detail with accuracy with regards to familiar situations in the present tense.</p> <p>Occasional need for repetition.</p>	<p>Identifying opinions and justifications on a consistent basis.</p> <p>Understanding main points with detail with regards to familiar situations in the present tense.</p> <p>Use a bilingual dictionary or glossary with confidence to look up new words.</p> <p>Translate simple sentences into English.</p>
	4. Cause for concern	<p>Identifying opinions and justifications.</p> <p>Understanding main points and detail with regards to familiar situations in the present tense.</p> <p>Occasional need for repetition</p>			<p>Identifying opinions and justifications.</p> <p>Understanding main points with detail with regards to familiar situations in the present tense.</p> <p>Use a bilingual dictionary or glossary with confidence to look up new words.</p> <p>Translate simple sentences into English.</p>	<p>Occasionally attempts longer replies, but most replies are short.</p> <p>There is a heavy reliance on pre-learned responses.</p> <p>Some of QUACNOT included (at least 1 justified opinion). There are likely to be frequent errors but communication is more accurate than inaccurate.</p> <p>Pronunciation generally understandable with some intonation, but comprehension is sometimes delayed.</p>