

Modern Languages: assessing progress and achievement

LISTENING

This progression framework is a guide which is intended to support practitioners as they consider the evidence of knowledge and understanding, skills, attributes and capabilities provided by learners as they progress through and achieve a level in Modern Languages: Listening.

The significant aspects of learning (detailed in the associated professional learning paper) relate to the statements for each level within this progression framework. They should be considered jointly when assessing progress and achievement.

In order to demonstrate achievement of a level in **Modern Languages: Listening**, the learner provides a range of evidence related to the experiences and outcomes *within* a level as well as towards learning at the *next* level.

First Level	Second Level	Third Level	Fourth Level
<p>Learners can understand the modern language used by familiar voices in a variety of ways, including greetings, songs, rhymes, games and simple classroom instructions.</p> <p>Learners can demonstrate understanding by joining in with songs, rhymes and games, responding to simple greetings and responding to classroom instructions verbally and non-verbally.</p> <p>Learners can understand familiar phrases and simple</p>	<p>Learners can understand the modern language used in a variety of ways, including for example songs and rhymes, classroom instructions, games, video clips and presentations by one of their peers.</p> <p>Learners can demonstrate understanding in a variety of ways such as mime, following instructions or completing an information grid.</p> <p>Learners can understand simple</p>	<p>Learners can understand the modern language used in a variety of ways, including for example video clips, songs, television adverts, presentations by one or more speakers and conversations.</p> <p>Learners can demonstrate understanding in a variety of ways such as following instructions or using the information to contribute to a presentation.</p> <p>Learners can understand complex</p>	<p>Learners can understand more complex and less predictable language in a variety of contexts, including for example video clips, songs, television adverts, presentations by one or more speakers and conversations.</p> <p>Learners can apply understanding of a range of sources to contribute to a presentation / discussion in the target language.</p> <p>Learners can understand more</p>

sentences with a few familiar adjectives.	connectors such as <i>et</i> and <i>mais</i> , some adjectives or adverbs such as <i>vite</i> or <i>bien</i> , to make the language more interesting.	sentences with connectors, conjunctions, adjectives or adverbs which add depth to language.	complex and less predictable sentences including those spoken by sympathetic fluent / native speakers of the language.
First Level	Second Level	Third Level	Fourth Level
Learners can understand basic personal information about a partner and others such as their name and nationality.	Learners can understand when the language gives basic information about other people, for example saying what someone's age is or what their likes and dislikes are.	Learners can understand more complex information about other people, for example giving personality traits.	Learners can understand increasingly complex and diverse information about other people, for example cultural, religious and political.
<p>Learners can understand simple sentences and a few common examples of verbs in other tenses. Examples include <i>je voudrais</i> and <i>j'ai mangé</i>. They recognise the gist of the phrase though not the tense.</p> <p>Learners understand familiar vocabulary, including when it is embedded in simple sentences such as classroom routines and basic personal information.</p> <p>Learners can work out some simple unknown words through the support of mime or gesture.</p>	<p>Learners can understand sentences in the present tense and words related to other times such as <i>demain</i> or <i>le week-end</i>. If they hear other tenses being used, they can recognise the meaning of the verb though not the tense.</p> <p>Learners understand basic familiar vocabulary related to personal information and themes of interest to them. When there are unknown, extraneous words such as extra adjectives or adverbs, they can still understand the basic meaning of the phrase or sentence.</p> <p>Learners can work out some unknown words through the support of mime or gesture.</p>	<p>Learners can understand a range of tenses and structures and recognise the difference these make to meaning. Some structures may be unfamiliar.</p> <p>Learners can understand a growing range of vocabulary on relevant themes which goes beyond basic personal language. Some words and phrases will be unfamiliar</p> <p>Learners can work out the meaning of unfamiliar language by using strategies such as contextual clues to work out</p>	<p>Learners can increasingly understand present, perfect, imperfect, conditional and future tenses. Structures will be increasingly unfamiliar.</p> <p>Learners can understand a growing range of vocabulary on relevant themes including up-to-date, relevant contexts in areas of the world where the target language is spoken. Words and phrases will be increasingly unfamiliar.</p> <p>Learners can work out the meaning of unfamiliar language by using strategies such as contextual clues to work out</p>

First Level	Second Level	Third Level	Fourth Level
<p>Learners can sustain their understanding of short pieces of spoken language. Through the support of mime, gesture, and images, they understand the meaning behind simple short stories, songs or rhymes.</p> <p>Learners can respond appropriately to simple questions in a conversation, paired activity or role-play situation, involving familiar vocabulary and phrases.</p>	<p>Learners can sustain their understanding of fairly short pieces of spoken language or longer pieces contained within rhymes or songs. Through the support of mime, gesture and photographs, they understand the meaning behind short stories, songs or rhymes.</p> <p>Learners can respond appropriately to questions in a conversation or role-play situation, where the interlocutor uses mainly familiar vocabulary and phrases.</p>	<p>the meaning.</p> <p>Learners can understand speech of increasing length, showing an ability to get the gist and pick out key information.</p> <p>Learners can move from predictable, prepared dialogue to interactions with a level of unpredictability. They can respond appropriately, based on an understanding of the conversation.</p>	<p>the meaning.</p> <p>Learners can understand speech of increasing length and complexity, showing an ability to get the gist and pick out key information.</p> <p>Learners can demonstrate their understanding of the language by responding appropriately to more complex interactions including those involving sympathetic fluent / native speakers of the language.</p>
<p>Learners can understand simple information in a transaction or role play using basic learned material.</p>	<p>In transactional role-plays such as buying things in shops learners can understand learned material although the interlocutor may introduce a few new words which are not essential to understanding the conversation.</p>	<p>In transactional role-plays such as buying things in shops, learners understand language which goes beyond rote learned material.</p>	<p>In transactional role-plays learners understand increasingly complex language, including more spontaneous interactions, the opinions of others and their reasons for them.</p>

First Level	Second Level	Third Level	Fourth Level
<p>Learners have a growing awareness of the cultural differences of the country/countries where the language is spoken, helping them understand some basic cultural references.</p> <p>Learners recognise the general meaning of verbs in a few simple known phrases, where the verb is in a different tense. For example : <i>j'ai mangé, j'ai bu</i></p> <p>Learners can respond in a short conversation or role-play, using very familiar language and structures in familiar contexts, to convey simple information or opinions. For example: <i>Tu as quel âge?</i></p>	<p>Learners' knowledge of the culture of the country/countries where the language is spoken helps them understand cultural references such as different foods.</p> <p>Learners do not have to recognise tenses other than the present tense but where one is used occasionally, learners can recognise and respond to, the verb.</p> <p>Conversations and role-plays last long enough to allow learners to demonstrate their understanding of basic structures and familiar vocabulary in new, as well as different, contexts.</p>	<p>Learners' knowledge of the culture of the country/countries where the language is spoken helps them understand cultural references such as different foods, in more demanding texts.</p> <p>Learners can understand a range of tenses as appropriate, and can respond appropriately.</p> <p>Conversations and role-plays last long enough to allow learners to demonstrate depth of learning and knowledge about language as well as the application of learning in new contexts.</p>	<p>Learners' knowledge of the culture of the country/countries where the language is spoken helps them understand cultural, political and religious references.</p> <p>Learners can understand a range of tenses as appropriate, and can respond appropriately with increasing confidence.</p> <p>Conversations and role-plays last long enough to allow learners to demonstrate depth of learning and knowledge about language as well as the application of learning in new contexts.</p>

TALKING

This progression framework is a guide which is intended to support practitioners as they consider the evidence of knowledge and understanding, skills, attributes and capabilities provided by learners as they progress through and achieve a level in **Modern Languages: Talking**.

The significant aspects of learning (detailed in the associated professional learning paper) relate to the statements for each level within this progression framework. They should be considered jointly when assessing progress and achievement.

In order to demonstrate achievement of a level in **Modern Languages: Talking**, the learner provides a range of evidence related to the experiences and outcomes *within* a level as well as towards learning at the *next* level.

First Level	Second Level	Third Level	Fourth Level
<p>Through talking activities including greetings, songs, rhymes, games, and short conversations, learners can use learned phrases and a few simple learned sentences in the present tense.</p> <p>Learners can add a few simple adjectives, and one or two connectors to make their use of language more interesting. For example :</p>	<p>Through talking activities including songs, rhymes, games, role-play and short presentations, learners can convey present time by using aspects of the present tense.</p> <p>Learners can add a few simple adjectives, adverbs and connectors to make their use of language more interesting.</p>	<p>Through talks, presentations, role-plays or dialogues, learners can convey the notion of past, present and future time. This would include use of the present tense and aspects of other tenses. These may be restricted to <i>je suis allé, je voudrais</i> or <i>c'était</i></p> <p>Learners can use increasingly complex language where they use connectors, adjectives and adverbs consistently to add depth to language.</p>	<p>Through talks, presentations, role-plays or dialogues, learners can convey the notion of time as they become more confident in the use of past, present and future tenses and demonstrate awareness of other tenses.</p> <p>Learners can use increasingly complex language where they use connectors, adjectives and adverbs appropriately to demonstrate depth of knowledge and application of language.</p>

<p><i>Je suis grand/grande.</i> <i>J'aime le chocolat et la glace</i></p>	<p>Learners can talk about themselves as well as other people, using familiar language.</p>	<p>Learners can talk about other people and themes as well as themselves to demonstrate the ability to manipulate language.</p>	<p>Learners can talk about other people and themes as well as themselves more spontaneously and with growing confidence to demonstrate the ability to manipulate more complex language.</p>
First Level	Second Level	Third Level	Fourth Level
<p>Learners can give simple information about themselves, including some likes and dislikes, using familiar language.</p>	<p>Learners can use simple, familiar vocabulary to help them talk about themselves, others and things which interest them such as hobbies or saving animals.</p>	<p>Learners can use an increasing range of vocabulary which goes beyond basic personal information and moves to giving opinions on a wider range of themes.</p>	<p>Learners can use an increasing range of vocabulary to convey information about a wider range of contexts and can give opinions and reasons for them.</p>
<p>Learners can express simple opinions on familiar topics. For example: <i>J'aime le sport</i></p> <p>Learners can say phrases and form simple sentences well enough to be understood by their peers and their teacher.</p> <p>Learners can read aloud words and phrases from short pieces of text written in familiar language.</p>	<p>Learners can say what they like and don't like on any topic.</p> <p>Learners' use of familiar language is consistently accurate and understood by their peers and their teacher.</p> <p>Learners can read aloud a simple text at reasonable speed, with confidence. Learners' pronunciation of familiar</p>	<p>Learners can give their opinion on a range of topics, going beyond basic vocabulary such as '<i>J'aime</i>' and '<i>je déteste</i>' and giving reasons for their views.</p> <p>Learners' use of familiar and some unfamiliar language is increasingly accurate and readily understood.</p> <p>Pronunciation of familiar and some unfamiliar language makes the meaning clear and learners will be able</p>	<p>Learners can give their opinions, and give reasons for them, on a wider range of topics including up-to-date, relevant contexts, using increasingly complex and unfamiliar vocabulary.</p> <p>Learners can increasingly apply their knowledge of language / intonation / pronunciation to ensure others understand.</p> <p>Learners can read and pronounce familiar and increasingly unfamiliar words with accuracy, appropriate pace</p>

<p>They are beginning to recognise some sound patterns to help them pronounce unfamiliar words correctly.</p>	<p>vocabulary makes the meaning clear. They can work out new words by using what they know about sound patterns in the modern language.</p>	<p>to read out loud at a reasonable speed, with increasing confidence.</p>	<p>and confidence.</p>
<p>First Level</p>	<p>Second Level</p>	<p>Third Level</p>	<p>Fourth Level</p>
<p>Learners can participate in songs, rhymes, games and simple interactions using predictable language in familiar contexts.</p> <p>Learners can say one or two simple sentences about themselves.</p>	<p>Learners can sustain talk consistently through songs, rhymes, games, talks or role-play in a range of contexts, for long enough to demonstrate the skills and knowledge of structure outlined above.</p> <p>Learners can deliver a short presentation about themselves or a theme which interests them. They may use support from ICT or story boards for example.</p> <p>Learners can work together to prepare a presentation with a good percentage of the modern language, on a theme of their choice.</p>	<p>Learners can talk at increasing length. They talk for long enough to show the depth of learning outlined above, in a range of contexts.</p> <p>Learners can deliver a presentation about a theme which interests them entirely in the modern language. They may still use appropriate support such as ICT, or written headings but do not require to read from a script.</p>	<p>Learners can talk at increasing length. They talk for long enough to show the depth of learning outlined above, in a range of contexts.</p> <p>Learners can deliver a more detailed presentation in the modern language using a range of more complex structures with a good level of accuracy. This might include ICT to support talking which could be either individual or group based.</p>

<p>Learners can engage in games and short conversations, using simple phrases and sentences, supported by gesture where appropriate. They can use some polite social terms to begin and end the interaction such as <i>Bonjour/ Merci/Au revoir</i>.</p>	<p>Learners can engage in short conversations, games or role-play activities, using simple sentences, supported by gestures where appropriate. They can use some polite social terms to begin and end the interaction.</p>	<p>Learners' interactions in role-plays or conversation, are increasingly well structured, relaying information clearly, with openers and concluding remarks.</p>	<p>Learners' interactions in role-plays or conversation, are increasingly well structured, using familiar and unfamiliar language, including language from previous contexts, to relay information clearly, with openers and concluding remarks.</p>
First Level	Second Level	Third Level	Fourth Level
<p>Learners can use familiar vocabulary, phrases and simple sentences as they take part in games or other interactive activities in known contexts.</p> <p>With support, learners can ask simple questions to sustain a conversation, using known language in familiar contexts. This may simply involve phrases such as <i>Et toi?</i> They can keep a game going with phrases such as <i>A toi</i>.</p>	<p>In conversations, games and role-plays, learners use familiar vocabulary, phrases and sentences. They can use these in different contexts to generate different sentences.</p> <p>Learners can ask for help using learned phrases such as <i>Je ne comprends pas</i>.</p> <p>Learners can ask simple questions to sustain a conversation. This may simply involve phrases such as <i>Et toi?</i> They can keep a game going with phrases such as <i>A toi</i>.</p>	<p>In conversations and role-plays, learners move from predictable, prepared exchanges to those with a level of unpredictability. They may use learned phrases but can demonstrate the ability to apply the language in different, and sometimes unexpected, contexts.</p> <p>Learners can ask questions and ask for help where appropriate, over a range of tasks.</p> <p>Learners can lead a conversation, albeit at a basic level.</p>	<p>In conversations and role-plays, learners move from predictable, prepared exchanges to those with a level of unpredictability. They may use learned phrases but can demonstrate the ability to apply the language in an increasingly wide range of contexts, many of which are unfamiliar.</p> <p>Learners can consult a variety of sources and can work more independently to ensure increasing accuracy in their oral work.</p> <p>Learners can lead a conversation more confidently. They can incorporate more complex structures with a good degree of accuracy.</p>

<p>Learners use the informal form of address, unless in songs, for example.</p>	<p>Learners can only use the informal form of address except for some basic learned phrases such as <i>Et vous?</i></p> <p>They can cope with extra questions if these use known vocabulary and structures.</p>	<p>Learners can adapt the language to suit the occasion and the interlocutor, demonstrating an understanding of polite forms.</p> <p>Learners can cope when things do not go according to plan.</p>	<p>Learners can adapt the language to suit the occasion and the interlocutor, demonstrating a good understanding of polite forms.</p> <p>Learners can apply strategies in unexpected situations.</p>
First Level	Second Level	Third Level	Fourth Level
<p>Learners have a growing awareness of the cultural differences of the country/countries where the language is spoken,</p> <p>Learners' spoken utterances remain short and indicate a basic level of language and sentence construction.</p>	<p>Learners are learning about the culture of the country/countries where the language is spoken through cultural references such as café menus or cartoon characters in role-play situations.</p> <p>Learners can talk for long enough to demonstrate the level of language outlined above. They can engage in conversations, games and role-plays which vary in length according to the context but remain fairly short.</p>	<p>Learners are increasingly knowledgeable about the culture of the country/countries where the language is spoken through cultural references, such as café menus or opening times for tourist attractions in role-play situations.</p> <p>Learners can talk for long enough to demonstrate the level of language outlined above. They can engage in conversations and role-plays which vary in length according to the context.</p>	<p>Learners are increasingly knowledgeable about the culture of the country/countries where the language is spoken through cultural references, political and religious themes and current affairs.</p> <p>Learners can engage in conversations and role-plays which vary in length according to the context, using a range of more complex structures with a good level of accuracy.</p>

READING

This progression framework is a guide which is intended to support practitioners as they consider the evidence of knowledge and understanding, skills, attributes and capabilities provided by learners as they progress through and achieve a level in **Modern Languages: Reading**.

The significant aspects of learning (detailed in the associated professional learning paper) relate to the statements for each level within this progression framework. They should be considered jointly when assessing progress and achievement.

In order to demonstrate achievement of a level in **Modern Languages: Reading**, the learner provides a range of evidence related to the experiences and outcomes *within* a level as well as towards learning at the *next* level.

First Level	Second Level	Third Level	Fourth Level
<p>With support, learners can understand content which refers to key cultural aspects of the country where the language is spoken, such as Christmas customs.</p> <p>Differences in culture feature in simple stories, songs and rhymes.</p>	<p>Learners can understand content which refers to cultural aspects of the country where the language is spoken. While knowledge of the culture is not assessed formally, it features in stories, songs and rhymes, as well as texts about life in the countries where the language is spoken.</p>	<p>Learners can understand content which refers to cultural aspects of the country where the language is spoken. While knowledge of the culture is not assessed formally, increasingly it is part of learners' research into topics of interest and features in reading texts.</p>	<p>Learners can understand content which refers to current affairs and cultural, political and religious aspects of the country where the language is spoken. While knowledge of the culture is not assessed formally, increasingly it is part of learners' research into topics of interest and features in a range of reading texts of varying length.</p>

<p>Learners can recognise and understand labels, environmental print and images with simple text, in the modern language.</p>	<p>Learners can understand a range of texts in a variety of media, including stories, non-fiction texts and emails.</p>	<p>Learners can understand a wider range of texts in a variety of media such as fiction, non-fiction, poetry, newspaper or magazine articles, emails and faxes.</p>	<p>Learners can understand, appreciate and enjoy a wider range of texts in a variety of media such as fiction, non-fiction, poetry, newspaper or magazine articles, emails and faxes. Learners can respond to texts, recording facts and points of view as appropriate.</p>
First Level	Second Level	Third Level	Fourth Level
<p>Learners can understand words and short pieces of text which contain familiar words and phrases. With appropriate support, they can understand the gist of short stories.</p> <p>With support, learners can understand simple texts which use familiar vocabulary, including information about people in other countries.</p>	<p>Learners can understand texts which range from words and phrases to short texts. With appropriate support, they can understand the gist of short stories.</p> <p>Learners can understand texts which use familiar, basic vocabulary. They can still understand when this vocabulary is used in contexts which move from personal information to information about other people, including those in other countries. In doing so, they demonstrate they can apply the language they have learned in different contexts. For example,</p>	<p>Learners can understand texts which vary in length from short messages to short stories, for example.</p> <p>Learners can understand texts which move from familiar vocabulary on a known theme to more up-to-date and challenging aspects of the same theme. For example, the theme may move from food to the effects of diet on health. In doing so, learners demonstrate they can use and extend learned vocabulary and apply their learning in different contexts.</p>	<p>Learners can understand and respond to texts which vary in length from short messages to short stories and extracts from novels, for example.</p> <p>Learners can select and understand texts on a known / chosen theme which are increasingly challenging. In doing so, learners demonstrate they can use and extend learned vocabulary and apply their learning in very different contexts.</p>

<p>Learners can work out the meaning of a variety of short pieces of text containing mostly familiar language. In so doing, they use visual prompts, word banks, picture dictionaries, peer or other support.</p>	<p>vocabulary for pets and food may be extended to include rare animals and basic foods those animals eat.</p> <p>Learners can work out the meaning of short texts on their own, as well as with others. When they work with others, they can understand longer texts.</p>	<p>Learners can work out the meaning of texts independently as well as when working with others. When they work with others, they can understand much longer texts.</p>	<p>Learners can work out the meaning of more challenging and authentic texts some of which may originate from areas where the language is spoken.</p>
First Level	Second Level	Third Level	Fourth Level
<p>Learners can understand stories, songs, poems and rhymes which contain a basic range of familiar vocabulary and structures.</p>	<p>Learners can understand stories, songs, poems and rhymes which contain a basic range of familiar vocabulary and structures, often used in unfamiliar contexts. They can understand more extended vocabulary, with support.</p>	<p>Learners can understand texts which contain an increasing range of vocabulary and structures, some of which will be unfamiliar.</p>	<p>Learners can understand texts which contain an increasing range of vocabulary and structures, a number of which will be unfamiliar.</p>
<p>Learners can understand texts made up of phrases and simple sentences, mostly in the present tense.</p>	<p>Learners can understand texts made up of phrases and simple sentences, mostly in the present tense. Learners can recognise the verb if another tense is used.</p>	<p>Learners can understand the different meanings behind a range of tenses. They identify the concept of time through the language.</p>	<p>Learners can understand the different meanings behind a range of tenses. They identify the concept of time through the language.</p>

<p>Learners can understand sentences which include some basic adjectives and conjunctions. Learners have an awareness of gender and adjectival agreement, where this is a feature of the language, such as <i>présent/ présente, écossais/ écossaise</i>.</p>	<p>Learners can understand sentences which include some basic adjectives, conjunctions and adverbs such as <i>vite</i> or <i>bien</i>. They are aware of grammatical points like endings on adjectives and these help them understand the meaning.</p>	<p>Learners can understand more complex sentences with adjectives, conjunctions, adverbs and connectors for example.</p>	<p>Learners can understand, adapt and apply more complex sentences and structures with adjectives, conjunctions, adverbs, irregular verbs and connectors, for example.</p>
First Level	Second Level	Third Level	Fourth Level
<p>Learners are beginning to develop reading strategies to work out the meaning of words from the context, sometimes with additional support from mime or gesture. They can demonstrate their understanding in a variety of ways such as retelling a story in English, or through sequencing activities using text in the modern language.</p> <p>With support, learners can use word-banks, picture prompts and displays for example to help them work out meaning,</p>	<p>Learners are developing reading strategies such as skimming, working out the meaning of words from the context, with support from mime or gesture or by recognising similarities to English words. They can demonstrate their understanding in a variety of ways such as explaining a story to others, matching words and phrases to pictures or rearranging sentences to tell a story correctly.</p> <p>Learners understand when to use a bilingual dictionary to look up simple words and may do so with some support from their peers.</p> <p>Learners require some support from a</p>	<p>Learners can demonstrate the ability to use reading strategies such as skimming, scanning, recognition of cognates and contextual clues to work out meaning. They can demonstrate their understanding in different ways such as summarising or giving the gist of a text.</p> <p>Learners can use a bilingual dictionary with confidence.</p> <p>Learners require less support from a</p>	<p>Learners can demonstrate the ability to use reading strategies such as skimming, scanning, recognition of cognates and contextual clues to work out the meaning of increasingly complex texts. They can demonstrate their understanding in different ways such as summarising or giving the gist of a text.</p> <p>Learners can use a bilingual dictionary with confidence and can understand how to use it to manipulate language appropriately.</p> <p>Learners are more strategic in how</p>

bilingual dictionary or key word lists prepared by the teacher.

dictionary, word banks and the teacher for example.

and when they access support resources.

WRITING


This progression framework is a guide which is intended to support practitioners as they consider the evidence of knowledge and understanding, skills, attributes and capabilities provided by learners as they progress through and achieve a level in **Modern Languages: Writing**.

The significant aspects of learning (detailed in the associated professional learning paper) relate to the statements for each level within this progression framework. They should be considered jointly when assessing progress and achievement.

In order to demonstrate achievement of a level in **Modern Languages: Writing**, the learner provides a range of evidence related to the experiences and outcomes *within* a level as well as towards learning at the *next* level.

First Level	Second Level	Third Level	Fourth Level
Learners have opportunities to experiment with writing in the modern language. For example, they engage in labelling and writing simple phrases below illustrations for a story.	Learners can write for different purposes such as labelling, leaving brief messages, writing short sentences to illustrate a story or writing a short text about themselves and others, including giving their opinion about something.	Learners can write for a variety of purposes such as leaving messages, giving instructions, giving opinions or writing a story.	Learners can apply their knowledge about language by writing for a range of purposes in a variety of increasingly challenging contexts.

<p>With support, learners begin to write familiar words and phrases they have learned from talking, listening and reading activities.</p>	<p>Learners can write at least a few sentences, appropriate to the task.</p> <p>Learners can link a few sentences on their chosen theme.</p>	<p>Learners can write at increasing length, appropriate to the task and audience. They can produce writing which is long enough to show depth of language.</p> <p>Learners can write in sentences and linked paragraphs in longer pieces of writing.</p>	<p>Learners can write in sentences and linked paragraphs in longer pieces of writing demonstrating increasing technical accuracy. They can use openers and conclusions as appropriate.</p>
First Level	Second Level	Third Level	Fourth Level
	<p>When learners write on a theme, such as themselves, their sentences follow on from each other to make a coherent whole.</p>	<p>Learners can compose a structured piece of writing with openers and a simple conclusion.</p>	
<p>Learners are beginning to compose simple sentences to convey personal information or support an illustration using, for example, basic writing frames and cloze activities. They are aware of accents.</p>	<p>Learners can use vocabulary familiar to them but may use it in different ways. For example, they may say which foods they like as well as which sports they like.</p> <p>Learners can produce writing which is simple and mostly accurate in terms of verbs and adjectives. They may make a few mistakes with endings. The meaning is clear. They are aware of</p>	<p>Learners use an increasing range of interesting vocabulary which goes beyond basic personal language. They can use it for an increasing range of purposes.</p> <p>Learners can produce writing which is increasingly complex and accurate in terms of verbs, adjectives and sentence structure. The meaning is clear.</p>	<p>Learners use an increasing range of interesting vocabulary which goes beyond basic personal language. They can use it for an increasing range of purposes, including writing fiction and non-fiction.</p> <p>Learners can manipulate language in writing which is increasingly complex and accurate in terms of verbs, adjectives, sentence structure and use of tense.</p>

	<p>accents and how they affect the sound.</p> <p>Learners can use simple sentences and basic structures. They may make some use of conjunctions.</p> <p>Learners can make some use of basic adjectives or adverbs to make the writing more interesting.</p>	<p>Learners can use complex sentences with connectors to express opinions and give reasons, for example.</p> <p>Learners can use adjectives and adverbs, as well as a variety of structures, to show depth of language.</p>	
First Level	Second Level	Third Level	Fourth Level
<p>With support, learners can use illustrated word banks, picture prompts, picture dictionaries, writing frames and displays to help them write a few known phrases and simple sentences about themselves in the modern language.</p>	<p>Learners can use the present tense correctly, in learned phrases and sentences. They may use a range of verbs.</p> <p>Learners can write some personal information about others.</p> <p>Learners require support from a bilingual dictionary and word banks. They use these to check their spelling.</p>	<p>Learners can demonstrate the notion of past, present and future time. This includes use of the present tense and aspects of other tenses.</p> <p>Learners can write more extensively about others and can write about themes of interest.</p> <p>Learners require less support to produce writing of an appropriate standard. They can produce pieces of writing using only a dictionary and facts which they have researched.</p>	<p>Learners can write extensively about themselves (including opinions and reasons for them) others and a range of themes of interest.</p> <p>Learners require less support to produce writing of an appropriate standard. They can produce pieces of writing using only a dictionary and facts which they have researched.</p>

	<p>Learners can use reference materials and other short texts to help them plan their writing and check the accuracy of their own and others' work.</p>	<p>Learners can use reference materials and other texts to plan their writing and check the accuracy of their own and others' work. Drafts and redrafts provide further evidence of learners taking the next steps in learning.</p>	<p>Learners can use reference materials and other texts to plan their writing and check the accuracy of their own and others' work. Drafts and redrafts provide further evidence of learners taking the next steps in learning.</p>
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Examples are in French, being the most commonly taught language across the sectors. Planned exemplification of learners' work will include examples in French, German and Spanish.