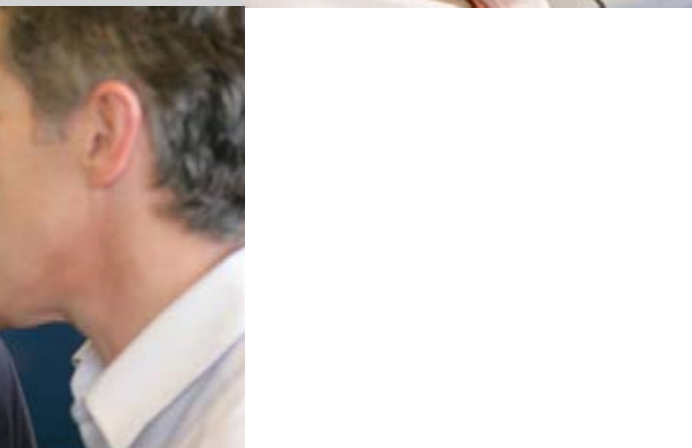
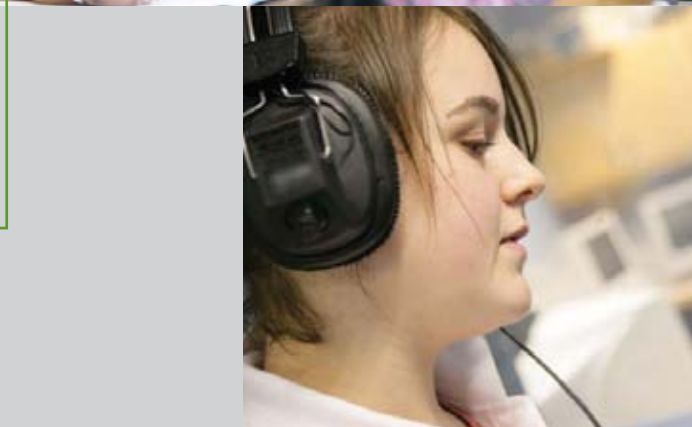
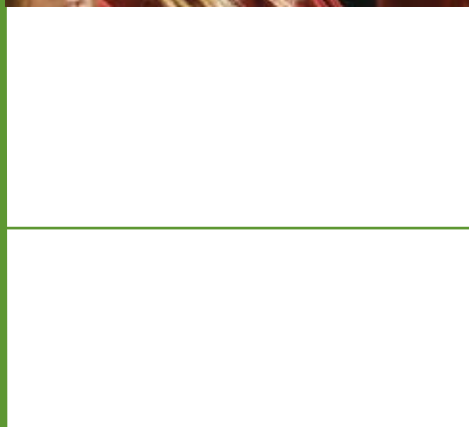
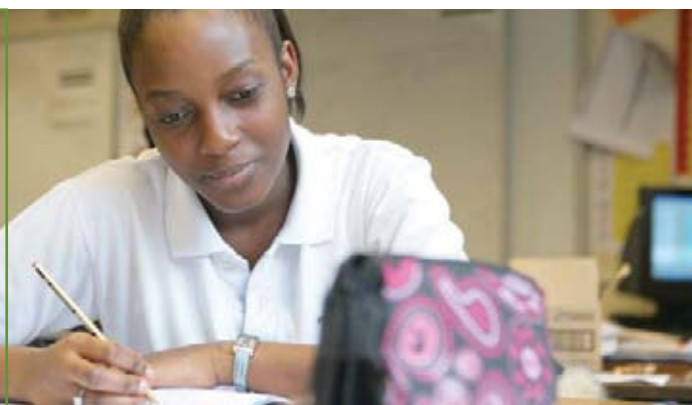


# Modern foreign languages

Guidance for Key Stages 2 and 3



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**Department for Children, Education, Lifelong Learning and Skills**



Llywodraeth Cynulliad Cymru  
Welsh Assembly Government

# Modern foreign languages

## Guidance for Key Stages 2 and 3

- Audience** Teachers at Key Stages 2 and 3; local authorities; regional consortia; tutors in initial teacher training; and others with an interest in continuing professional development.
- Overview** These materials provide key messages for planning learning and teaching in modern foreign languages. They include profiles of learners' work to exemplify the standards set out in the level descriptions and illustrate how to use level descriptions to make best-fit judgements at the end of Key Stage 3. For Key Stage 2 they include guidance and exemplar activities for delivering modern foreign languages using the Key Stage 2 non-statutory framework.
- Action required** To review learning plans and activities and to prepare to make judgements at the end of Key Stage 3. At Key Stage 2, in the light of the non-statutory framework, schools may either review their current provision of modern foreign languages or consider how to introduce a modern foreign language into the curriculum.
- Further information** Enquiries about this document should be directed to:  
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- Additional copies** This document can be accessed from the Learning Wales website at [gov.wales/learning](http://gov.wales/learning)
- Related documents** *Modern foreign languages in the National Curriculum for Wales; Skills framework for 3 to 19-year-olds in Wales; Making the most of learning: Implementing the revised curriculum; Ensuring consistency in teacher assessment: Guidance for Key Stages 2 and 3* (Welsh Assembly Government, 2008)

This guidance is also available in Welsh.

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## Introduction

The programmes of study set out the opportunities that learners should be given at each key stage and provide the basis from which you, as a teacher, can plan learning and teaching. They are divided into two sections, Skills and Range. The Skills section lists the skills to be developed in a subject and the Range section comprises the opportunities and contexts through which these skills should be developed and consolidated.

Ongoing formative assessment – assessment **for** learning – lies at the heart of good teaching. Through the assessments that you make in the course of your teaching, you will build up an extensive knowledge of your learners' strengths, as well as the areas that need further development, and you will use this knowledge to help you plan for the next steps in their learning. Learners will also gain understanding of specific learning goals and the associated success criteria so that, supported by you, they can develop their capacity for self-assessment and peer assessment. In this way, they can establish their current position, set and move towards targets, and discover if and when the targets have been reached. Individual targets are linked to improving the quality of a learner's work, as highlighted through formative feedback, and are therefore linked to success criteria for specific tasks. Level descriptions do not make effective targets as these describe attainment across the breadth of the programme of study at the end of a key stage.

Level descriptions can help to inform your planning, teaching and assessment at Key Stage 3 by indicating expectations at particular levels and progression in the subject. Evidence from assessment for learning will indicate where more time is needed to consolidate learning and when learners are ready to move on. You may wish to keep some evidence so that you can discuss a learner's work and progress with them and/or with colleagues or parents/guardians. However, there is no statutory requirement to keep unnecessarily complex records or detailed evidence on every learner.

The essential function of level descriptions is to help you make rounded summative judgements at the end of Key Stage 3 about a learner's overall performance. Level descriptions are designed neither to be used to 'level' individual pieces of work nor for the production of half-termly or termly data. It is only by the end of the key stage that you will have built up sufficient knowledge about a learner's performance across a range of work, and in a variety of contexts, to enable you to make a judgement in relation to the level descriptions.



It may be that some learners will be more advanced in some aspects of the work than in others, and that no one level description provides an exact fit. That is to be expected, and the range of individual learners' work included in these materials illustrates the making of best-fit judgements under those circumstances. Many schools/departments have found it helpful to develop their own learner profiles to support moderation of end of key stage judgements. These profiles also help to maintain a common understanding of standards when they are reviewed annually and refreshed when necessary.

When making judgements at the end of Key Stage 3, you should decide which level description **best fits** a learner's performance. The aim is for a rounded judgement that:

- is based on your knowledge of how the learner performs across a range of contexts
- takes into account different strengths and areas for development in that learner's performance
- is checked against adjacent level descriptions to ensure that the level judged to be the most appropriate is the closest overall match to the learner's performance in the attainment target.

National curriculum outcomes have been written for learners working below Level 1. These are non-statutory and guidance on their use is planned.

The non-statutory framework for Key Stage 2 has been developed to further support teachers who already teach a modern foreign language in Key Stage 2 and to provide a framework for teachers intending to develop their modern foreign languages provision in the future. The guidance provides examples of a range of activities and ideas that can be developed through using the framework to provide a coherent experience for learners in Key Stage 2 and to support transition into Key Stage 3. It also focuses on activities which develop cross-curricular links, and the development of language and communication skills generally. Teachers can use these activities as a starting point to develop the framework to suit their own particular context and situation for learning and teaching modern foreign languages.

## Using these materials

This booklet is divided into four sections.


- Section 1 highlights key messages for learning and teaching in modern foreign languages.
- Section 2 highlights expectations and progression in modern foreign languages.
- Section 3 contains a series of Key Stage 3 learner profiles. These are designed to show the use of the level descriptions in coming to judgements about a learner's overall performance at the end of the key stage.
- Section 4 contains advice on learning and teaching using the non-statutory framework at Key Stage 2.

This booklet is for reference when you wish to:

- review your learning plans and activities
- consider the standards set out in the revised modern foreign languages Order
- work with other teachers to reach a shared understanding of the level descriptions
- prepare to make judgements at the end of the key stage
- develop your own learner profiles
- support transition from Key Stage 2 to Key Stage 3.

For ease of reference, the level descriptions are included in a leaflet with this booklet.

A DVD exemplifying Attainment target 1: Oracy and a CD-ROM is also included with this booklet. The CD-ROM contains a PDF version of *Modern foreign languages in the National Curriculum for Wales, Skills framework for 3 to 19-year-olds in Wales* and this guidance.



This guidance is part of a series of materials that will help teachers at Key Stages 2 and 3 to implement the revised curriculum and its associated assessment arrangements. The series includes:

- *Making the most of learning: Implementing the revised curriculum* – overview guidance on implementing the new curriculum
- *Skills framework for 3 to 19-year-olds in Wales* – which includes guidance about progression in skills
- *Ensuring consistency in teacher assessment: Guidance for Key Stages 2 and 3*
- *A curriculum for all learners: Guidance to support teachers of learners with additional learning needs*
- specific guidance for all national curriculum subjects, personal and social education, careers and the world of work, and religious education.





*Section*

1

Key messages for learning and teaching  
in modern foreign languages

The focus of this section is to help you plan for teaching the revised programme of study. Learning a modern foreign language should be motivating, engage learners and be clearly related to the countries and communities of the language being taught. Learners should develop the skills of oracy, reading and writing in a variety of interesting and relevant contexts. The programme of study has been designed to support learners' acquisition and development of these skills through a range of engaging and meaningful activities, experiences and contexts.

The programme of study clearly defines the **skills** that learners are taught in modern foreign languages – **oracy, reading and writing** – and the **range** within which these are developed – intercultural understanding, language learning strategies and activities and contexts. It has:

- no prescribed areas of experience in order that you can develop a range of up-to-date and motivating contexts for language learning and teaching which are relevant to learners' interests, maturity and experience
- a clear emphasis on developing learners' language skills and providing opportunities to use language meaningfully for a range of purposes
- a greater emphasis on learners making links with and using common skills and knowledge from other languages
- explicit opportunities for learners to appreciate other cultures and communities and compare them with their own
- a single attainment target for Oracy enabling learners to develop a wider range of listening and speaking skills
- level descriptions which define more clearly the progression learners will make in languages over the key stage with no references to specific structures and content.

## Learners

Learners' experience of modern foreign languages has often focused on the acquisition of vocabulary over a range of topics. There is a need for learners to be able to transfer language and skills, to allow learners to become more independent and to make real progress in their ability to use the language. The revised programme of study provides learners with opportunities to:

- communicate effectively in a range of learner-focused contexts and activities with increasing independence and confidence
- apply their linguistic knowledge in contexts and situations that are of interest to them
- listen, view and read a range of materials for interest and specific purposes
- adapt and reuse language they read and hear in their own productive language and use language independently and creatively
- learn about the cultures and countries of the language they are learning through accessing authentic resources and interacting with speakers of the language
- make connections between the modern foreign language and English and Welsh and build on their prior language learning skills
- acquire language learning strategies to support their learning and independence.

## Teachers

Key to learners' successful modern foreign languages experiences as described above will be the planning and teaching of the programme of study. When planning for the revised national curriculum, you will want to take the opportunity to review and refresh existing curriculum plans and teaching approaches; to build on existing good practice as well as to develop new opportunities for your learners.

Planning should include:

- creating units of work that focus on the structures to be learned rather than on a topic
- a range of contexts (which might also relate to other areas of the curriculum), so that learners read, view, listen, talk and write about what matters to them and interests them
- identifying relevant and interesting aspects of culture and society which can be an integrated part of their language learning

- ensuring learners know how language works, its rules and its patterns so that they can adapt and reuse language for their own purposes and in different contexts
- teaching strategies, such as sound–spelling links, memorisation, dictionary and redrafting skills in order to encourage learners’ independence and to improve their range and accuracy
- opportunities for learners to use what they know creatively and independently, to take risks and to play with language
- helping learners to build on prior language learning knowledge and skills, to recognise links, similarities and differences with Welsh, English and other languages
- opportunities for language learning in and out of the classroom (including contact with speakers of the language and users of the language in a work context) as well as through activities that bring the world of the language into the classroom through a range of resources.

## Developing a Skills focus

Learners will develop the skills of Oracy, Reading and Writing in the modern foreign language. The guidance below describes examples of strategies that you can use in order to ensure a skills focus for learning the modern foreign language. Examples of similar activities can be found in the learner profiles in Section 3.

### Developing Oracy

These activities demonstrate how speaking and listening can be integrated and how learners might use what they hear to develop their own speaking or writing.

For example, when listening to spoken material learners can be given opportunities to:

- listen for language structures instead of lexical items
- reuse spoken material they respond to, as a model for developing their own conversations and presentations and as a stepping stone to creating their own productive language (for example a story, a presentation, a song or poem)
- summarise, transpose to the third person or compare what they hear to their own experience, relaying the information to others
- offer their own spoken opinions and reasons in response to what they hear.

When speaking, learners can be given opportunities to:

- interact and respond to each other in different activities such as games and competitions
- prepare and make pair, group or individual presentations to the class, as well as ask questions and respond to presentations of others
- listen to other learners speaking and take part in peer-assessment activities.

## Developing Reading

Reading activities are sometimes limited to reading for comprehension only. The activities described here show how written text might be used in different ways to support language learning and can also be a springboard for learners' own speaking or writing. For example, when working with text, learners can be given opportunities to:

- identify cognates and words that they already know, work out meaning and list words that they don't understand and look them up in a glossary or dictionary
- read aloud in pairs or groups as a game to practice sound-spelling links and reinforce good pronunciation
- listen to a story and reorder written text to match what they hear
- rewrite a text in the first person to produce a third-person report
- read a range of texts on a theme, in groups or independently, in order to prepare a report, story or presentation of their own.

## Developing Writing

Writing activities can consolidate learning and also enable learners to write more creatively and independently about subjects of interest, even when their knowledge of language is quite limited. For example, when developing writing tasks, learners can be given opportunities to:

- expand and change sentences to make them more interesting, working in pairs, groups or individually
- adapt a simple written text by adding adverbs, connectives and adjectives to make it more interesting
- use language for real purposes, for example to write e-mails to a partner school, use ICT to create a poster or presentation for a partner school or for the school website
- build simple poems using acrostics, calligrammes, repetition of recently learned structures (for example the past tense)
- research, adapt and write about what interests them through a range of different contexts and forms
- use storytelling activities to create stories for younger pupils in Key Stage 3 or Key Stage 2.

## Implementing the Range

The language skills of Oracy, Reading and Writing should be developed through the range of activities, contexts and experiences set out in the programme of study. The guidance below describes examples of activities and contexts that you can use in order to ensure a motivating and relevant experience for learners. Examples of similar activities and contexts can be found in the learner profiles in Section 3.

## Intercultural understanding

Intercultural understanding should underpin the purpose of learning a modern foreign language and be integrated into as many activities as possible.

### For example:

- aspects of life in the target language country can be celebrated and compared to learners' own experiences in contexts such as society, history, geography and environment, arts, music, food and drink, leisure and sport
- the use of authentic materials brings the language into the classroom and out of the textbook
- through contact with the country and speakers of the language, at home and abroad, learners see the purpose and importance of learning languages
- intercultural understanding can be explored through local and wider contexts, through the use of ICT for research and communication, and through news, events and personalities related to the countries where the target language is spoken.

## Language learning strategies

To support learners becoming independent in their language learning, learners can be shown a range of strategies to support learning a new language.

### For example:

- playing with and having fun with language increases confidence and the willingness to take risks
- how to identify structures in a spoken or written text (for example verbs in a new tense) and then formulate rules for the structure

- creating opportunities to practise outside the classroom (for example through recording themselves speaking, keeping diaries and looking out for where the language is used in their own lives)
- providing regular opportunities to compare languages and build on the skills learners already have through their study of English and Welsh.

### **Activities and contexts**

To maintain motivation and interest in Key Stage 3 and beyond, you should plan activities that interest and engage learners, and that have a clear purpose.

#### **For example:**

- opportunities to learn the modern foreign language in a range of motivating, relevant and interesting contexts chosen by learners and their teacher
- opportunities to experience as wide a range of resources as possible
- activities that build on learning experienced in Key Stage 2 and make links with other areas of the curriculum in Key Stage 3
- activities that support learners using language creatively and independently.



## Modern foreign languages and skills across the curriculum

A non-statutory *Skills framework for 3 to 19-year-olds in Wales* has been developed in order to provide guidance about continuity and progression in developing thinking, communication, ICT and number for learners from 3 to 19.

In modern foreign languages, learners should be given opportunities to build on the skills they have started to acquire and develop during the Foundation Phase and in Key Stage 2. Learners should continue to acquire, develop, practise, apply and refine these skills through group and individual tasks in a variety of contexts across the curriculum. Progress can be seen in terms of the refinement of these skills and by their application to tasks that move from: concrete to abstract; simple to complex; personal to the 'big picture'; familiar to unfamiliar; and supported to independent and interdependent.

Icons have been used in the modern foreign languages Order to signal explicit requirements for the development of skills and learning across the curriculum. You will identify further opportunities to develop these skills and learning across the curriculum when you plan your learning and teaching in modern foreign languages.

### Developing thinking

Learners develop their thinking across the curriculum through the processes of **planning**, **developing** and **reflecting**.

In modern foreign languages, learners develop thinking skills through a range of activities in their own or the target language. They plan and analyse what they need to know in order to carry out language activities; build on and adapt previously learnt language; think and use language creatively; use errors and unexpected outcomes to develop their language learning; use prior language knowledge to explain and predict; describe links and similarities in language; identify patterns and formulate rules; discuss their language learning and evaluate their success.

#### Activities might include:

- spotting the odd one out (for example different parts of speech, individual words or phrases) and saying why
- sequencing text, such as reordering a jumbled account of a young person from another country's daily routine

- researching and planning a presentation as a group and evaluating its language and content
- working with a text, spoken or written, in order to work out and test a grammatical rule or pattern and explain it to others.

### Developing communication



Learners develop their communication skills across the curriculum through the Skills of **oracy, reading, writing** and **wider communication**.

In modern foreign languages, learners develop skills in oracy, reading, writing and wider communication in the target language. They listen attentively, learn new sound patterns, speak with confidence, read a range of texts and produce a variety of types of writing. They deal with more extended and complex language in order to develop as independent language users. Their communication skills in a new language build on and support the development of communication skills in English and Welsh.

All activities in modern foreign languages will develop learners' communication skills. However, in planning for developing communication, you should ensure that learners have opportunities to take part in a range of activities to develop these skills fully and to be aware of skills they have already developed in learning English and Welsh.

### Developing ICT



Learners develop their ICT skills across the curriculum by **finding, developing, creating and presenting information and ideas** and by using a wide range of equipment and software.

In modern foreign languages, learners use ICT to: communicate and share information, including e-mail; present information in a variety of formats using word processing and graphics; find and develop information on the internet; support oral presentations and as a tool for language learning and practice.

#### Activities might include:

- reading articles or texts from the internet on topics of interest, for example foreign language websites for popular films, TV shows, etc.
- presenting an end of unit project, for example a leaflet or poster about an aspect of life in the target language country or making a slide show with ICT to support an oral presentation

- creating a spreadsheet to present the results of a survey
- taking part in ICT-based language games and activities.

### Developing number

Learners develop their application of number skills across the curriculum by **using mathematical information, calculating, and interpreting and presenting findings.**

In modern foreign languages, learners develop skills in the application of number through a range of activities in the target language. These include number rhymes; the language of position including compass points; ordering numbers; ordering events in time; measuring time; using number in relevant contexts such as currency exchange; gathering information in a variety of ways, including questionnaires; accessing, selecting, recording and presenting data in a variety of formats.

#### **Activities might include:**

- carrying out a shopping activity using the foreign currency and authentic materials such as catalogues with references, numbers and prices
- planning a journey to the target language country, reviewing costs in the foreign currency, times, time differences, etc.
- carrying out a survey in the target language and presenting the information using different kinds of graphs.

## Modern foreign languages and learning across the curriculum

Curriculum 2008 provides opportunities for the development of the Welsh Assembly Government's policies and cross-curricular themes, such as the Curriculum Cymreig, personal and social education and careers and the world of work, which includes equal opportunities, food and fitness and sustainable development.

At Key Stages 2 and 3, learners should be given opportunities to build on their experiences gained during the Foundation Phase, and to promote their knowledge and understanding of Wales, their personal and social development and well-being, and their awareness of the world of work.

### Curriculum Cymreig



Learners should be given opportunities to develop and apply knowledge and understanding of the cultural, economic, environmental, historical and linguistic characteristics of Wales.

Modern foreign languages contribute to the Curriculum Cymreig by allowing learners to appreciate and compare their own culture, language and community with those of the countries and communities of the target language. The study of a new language supports the development of linguistic skills which can enhance their learning of Welsh.

#### Activities might include:

- researching and reporting on festivals, celebrations or other events in Wales and the countries or communities of the target language
- building a class structures and vocabulary record to compare the target language with Welsh
- presenting an aspect of Wales to overseas visitors, for example tourists, exchange school/students, business contacts.

### Personal and social education



Learners should be given opportunities to promote their health and emotional well-being and moral and spiritual development, to become active citizens and promote sustainable development and global citizenship; and to prepare for lifelong learning.

Modern foreign languages contribute to learners' personal and social education through their awareness of other cultures and ways of life. Learners work cooperatively and respect the contributions of others.

**Activities might include:**

- working together in a group to research and present information about an aspect of another culture, country or society related to the target language
- researching other languages and cultures in the local area or in school and presenting a comparison or survey result in the target language
- discussing issues relating to the environment or healthy living in the target language.

**Careers and the world of work**



Learners should be given opportunities to develop their awareness of careers and the world of work and how their studies contribute to their readiness for a working life.

In modern foreign languages, learners should be given opportunities to develop awareness of the importance of languages in the world of work, the global economy and for their future careers. Learners can use languages in work-related contexts and schools can make learners aware of the role of languages in a range of jobs through visits, local business links and other work-related resources.

**Activities might include:**

- researching and describing different jobs, saying what they prefer and why
- taking on the role of somebody working using the target language, for example acting as a guide to the school or town, or introducing people in a work context
- inviting business speakers into the classroom to talk about how they use foreign languages in their work
- using resources relating to careers and languages, including visits to design a poster or present a campaign about the importance of languages in the world of work.



*Section*

# 2

Expectations and progression in modern foreign languages


Pupils' progress in learning a modern foreign language and the development of their skills in Oracy, Reading and Writing are characterised generally by:

- their growing familiarity with the sounds, the written form and the grammar of the target language
- the increasing range of structures and vocabulary that they understand and can use
- their use of the target language in an increasing range of situations and for a variety of purposes
- their ability to adapt and manipulate the language they have learned
- their growing competence and confidence in understanding and expressing themselves in the target language
- their ability to understand and use more complex language and to produce more extended responses
- their ability to cope with less familiar language and less predictable situations
- their developing independence and creativity as language learners and users.

## **Oracy**

Pupils initially listen and respond to simple familiar language with actions, words, phrases and other short responses. They require repetition, visual cues and support. Their pronunciation demonstrates that they understand the sound patterns of the language. Most pupils progress to listening and responding to longer sequences of language from different sources. They are able to ask and answer questions, using familiar language with mostly consistent pronunciation. As they acquire more language they respond to more varied sentence patterns from a wider variety of listening material. They create their own conversations and presentations and as their knowledge of language increases, they start to vary what they say. Pupils understand a widening range of structures, vocabulary and contexts in spoken language and they are able to reuse some of what they hear in their own productive language. Pupils' own speech includes increasingly more varied and complex language, which they





can adapt in different contexts, and at times their responses will be more extended, depending on the purpose of the task. Pupils become more independent and spontaneous in what they can say.

## **Reading**

Pupils begin by understanding single words and phrases. They learn the sound–spelling rules of the language so that they can read aloud with correct pronunciation. The amount of text they understand increases along with the range of sentence patterns. Pupils read and respond to an increasing range of texts written for different purposes and in different contexts. They develop skills in using glossaries, dictionaries and an increasingly varied range of resources. They understand an increasing range of structures, vocabulary and contexts and are able to deal with longer texts. They develop their reading skills to deal with unfamiliar language, to locate the information they need and to reuse what they read in their own productive language.

## **Writing**


Pupils start to develop writing skills through copying words and phrases, progressing to writing familiar words, phrases and sentences independently. They sometimes require support such as a model or writing frame, but start to adapt and substitute words and phrases to vary their writing. Pupils write simple texts of increasing length in a wider variety of contexts and for different purposes. Although there are errors, communication is clear. They acquire skills to check the accuracy of their writing, using dictionaries and glossaries, and to redraft their work as appropriate. As their knowledge of language increases, they vary their sentence patterns, use a wider variety of structures and adapt language they have learned previously. They link sentences and their writing is more structured and more accurate, sometimes including more complex language.



*Section*

# 3

Making judgements at the end of  
Key Stage 3



This section shows how level descriptions can be used when making judgements about which level best describes a learner's overall performance at the end of the key stage.

You may find the following points useful when considering the profiles in this section.

- The learner profiles are not presented as a model for how you should collect evidence about your learners. Although you will want to be able to explain why you have awarded a particular level to a learner at the end of the key stage, there is no requirement for judgements to be explained in this way or supported by detailed collections of evidence on each learner. Decisions about collecting evidence, and about its purpose and use, are matters for teachers working within an agreed school policy.
- The commentaries on the pieces of work have been written to explain the judgement made about a learner's performance. They are not intended as an example of a report to parents guardians.
- The materials in each learner profile can only represent a small part of the information and experiences that make up a teacher's knowledge of each learner. They do not reflect the extent of the knowledge of each learner that you will have built up over time across a range of different contexts. You will use this knowledge to make a rounded judgement about the level that best fits each learner's performance.
- You will arrive at judgements by taking into account strengths and weaknesses in performance across a range of contexts and over a period of time. Opportunities will need to be provided for learners to demonstrate attainment in all aspects of the level descriptions.
- Some of your learners may need to use a range of alternative forms of communication to show what they know, what they understand and what they can do.

The following profiles of Year 9 learners in modern foreign languages are presented at individual attainment target level and cover French, German and Spanish.

The commentaries for Attainment target 1: Oracy need to be read in conjunction with the DVD for Oracy, which accompanies this booklet.

## Attainment target 1: Oracy

### French

#### Adam | Level 3



Adam is a 14-year-old learner in Key Stage 3.

His teacher knows much more about Adam's performance than can be included here. However, this profile has been selected to illustrate characteristic features of Adam's work across a range of activities. Each example is accompanied by a brief commentary to provide a context and indicate particular qualities in the work.

Adam's teacher judges that his performance in French for Oracy is best described as Level 3.

#### Où est-ce qu'on se rencontre?

In the context of free time and going out Adam listens to a recording of three telephone messages in order to identify the time, day and place to go out. The language is familiar and quite simple. He listens attentively to the messages, hearing each one twice, and correctly completes a grid with all the relevant detail. He is able to report back the answers in French and following this activity he practices the questions and answers he will need to take part in a pair work activity with his partner.

1. C'est Sophie. On va au cinéma mercredi?  
On se rencontre à 3 heures. Au revoir!
2. Salut! C'est Jules. Tu veux aller au match de football dimanche? On se rencontre à 6 heures. Au revoir!
3. C'est Michel à l'appareil. Si on va au parc samedi? On se rencontre à 4 heures.  
Au revoir!

#### On se rencontre (DVD)

Using the language he has previously heard and practised, Adam prepares a dialogue with his partner. He takes part in a short conversation arranging to go out with his partner Liam, using cues. He is able to ask and answer simple questions, and he responds to his partner Liam with little hesitation. The exchange comprises three to four questions and answers and he is able to substitute the time, the place and the activity. There are mistakes, but his meaning is clear.

### **Pour garder la forme (DVD)**

Adam's class has been practising simple negatives in the context of healthy eating and drinking. Adam responds individually to questions from his teacher. He responds using familiar structures and vocabulary to say what he eats and drinks to keep healthy. He gives short simple responses to his teacher's questions and is able to produce the simple negatives accurately.

### **Les animaux (DVD)**

Following different oral activities to practice descriptions in the third person, using familiar adjectives, colours and verbs, Adam's class has prepared simple descriptions of animals for other pupils to guess. Using a picture cue, which the rest of the class can't see, Adam describes an animal using short, familiar, memorised adjectives and structures. The other pupils guess the animal from listening to Adam's description. In his description, Adam is starting to vary the sentence patterns he can use.

## **Summary and overall judgement**

### **Oracy**

Levels 2, 3 and 4 were considered and Level 3 was judged to be the best fit.

Adam is able to use and understand familiar language, sometimes with support. He understands *short simple passages, dialogues and other sources of familiar language*, spoken by others and recorded (a characteristic of Level 3). He can *ask and answer questions responding appropriately using familiar words and phrases*, both with a partner and his teacher (a characteristic of Level 3). In the pair-work activity and the animal description, he is beginning to substitute words and phrases to vary his language and occasionally include *different sentence patterns*, which is beginning to show characteristics of Level 4. His pronunciation is mostly correct.

Oracy

**Laurent**

**Level 5**



Laurent is a 14-year-old learner in Key Stage 3.

Her teacher knows much more about Laurent's performance than can be included here. However, this profile has been selected to illustrate characteristic features of Laurent's work across a range of activities. Each example is accompanied by a brief commentary to provide a context and indicate particular qualities in the work.

Laurent's teacher judges that her performance in French for Oracy is best described as Level 5.

### **Petit Chaperon Rouge**

As part of a unit on storytelling Laurent's class listen to different stories, including some traditional stories. Below is an extract from the text of Little Red Riding Hood that they listen to, accompanied by pictures on the whiteboard.

Voilà une petite fille qui s'appellait le petit Chaperon rouge.  
Un jour sa mère lui a dit:  
– Voici une galette et une bouteille de vin. Porte-les à ta grand-mère qui est malade. Sois bien sage et ne t'écarte pas du chemin.

La grand-mère habitait au plus profond de la forêt.  
A peine entrée dans la forêt le petit Chaperon rouge a rencontré le loup.  
– Bonjour, petit Chaperon rouge, a dit le loup.  
– Bonjour, loup.  
– Où vas tu ce matin?  
– Chez ma grand-mère qui est malade.  
– Et où habite-elle?  
– Plus loin dans la forêt.

Tout en marchant avec le petit Chaperon rouge, le loup a pensé:  
– Je veux bien manger cette petite fille!  
– Petit Chaperon rouge, as-tu vu toutes ces jolies fleurs?  
Le petit Chaperon rouge a regardé autour d'elle et elle voyait des fleurs partout.  
– Grand-mère va être contente si je lui apporte un beau bouquet.  
Elle a commencé à cueillir des fleurs...

Sa grand-mère avait un air étrange...  
Oh! Grand-mère, que vous avez de grandes oreilles!  
– C'est pour mieux t'entendre mon enfant.  
– Oh! Grand-mère, que vous avez de grands yeux!  
– C'est pour mieux te voir mon enfant.  
– Oh! Grand-mère, que vous avez de grandes dents!  
– C'est pour mieux te manger mon enfant.  
Et sur ses mots le loup a mangé le petit Chaperon rouge!

Following the initial reading, the class listen to the story again and keep a tally chart of the perfect tense verbs they recognise. For a final reading, working in small groups, pupils are given the text cut into 10 sections which they reorder as they listen to the story. Laurent identifies a number of examples of the perfect tense and is successful in reordering the text. The language in this story contains a variety of structures and the text is quite long. However, the narrative is familiar to pupils and Laurent copes well with the range of structures.

### **Boucle d'Or (DVD)**

As the final part of this unit of work on storytelling, pupils revisit descriptions to describe characters from the stories they have worked on. Laurent presents her description of Goldilocks to the rest of the class for them to guess who it is. She describes what she is wearing, her physical appearance, likes and dislikes, thus varying the structures she uses. There is the occasional error, but overall the description is accurate and she shows good knowledge of adjectival agreement. Although it is quite a simple presentation, Laurent produces it independently and her language is accurate.



## Les vacances (DVD)

In a unit covering holidays, the class has learned how to talk about where they are going to go on holiday using the simple future tense, and how to express simple opinions. Laurent and her partner interview each other about their holiday plans, using an information gap sheet. Her partner asks the questions first using the prompt questions to refer to, and notes down Laurent's responses. Laurent has previously practised the language she needs and she is now able to respond to a range of questions without cues, varying her responses. Although there are errors in the tenses at the end, her communication is clear.

### Summary and overall judgement

#### Oracy

Levels 4, 5 and 6 were considered and Level 5 was judged to be the best fit.

During the course of Year 9, examples of other Oracy activities Laurent has taken part in include a presentation about Wales using ICT. Her teacher has noted that she uses a range of structures, including opinions and different contexts such as weather, school and sports. She is able to reuse familiar language for the presentation, which is quite extended. She also takes part in a survey where, in groups, pupils ask each other what they do to keep fit. Laurent reports back on the members of her group, producing a more extended response. Laurent is able to respond to *different types of spoken material in various familiar contexts, containing a variety of structures* (a characteristic of Level 5). She is able to use language in a range of familiar contexts and can *vary the structures* she uses sometimes including different tenses and simple opinions. There are *some mistakes* in her language and pronunciation but her communication is always clear.

Oracy

## Joe Level 6



Joe is a 14-year-old learner in Key Stage 3.

His teacher knows much more about Joe's performance than can be included here. However, this profile has been selected to illustrate characteristic features of Joe's work across a range of activities. Each example is accompanied by a brief commentary to provide a context and indicate particular qualities in the work.

Joe's teacher judges that his performance in French for Oracy is best described as Level 6.

### Le weekend (DVD)

This activity is a summative peer assessment at the end of a unit covering the perfect tense and weekend activities. The class is used to listening to each other's performance and checking what they say against criteria discussed with the teacher. Joe's partner Rachel has a number of questions she asks him and ensures he produces more extended responses by asking for more than one detail. They have the opportunity to practice, before deciding they are ready to be assessed by their partner, including the preparation of brief prompts. When Joe replies, he doesn't use prompts and he responds confidently. He uses a wide variety of structures and manipulates the perfect tense, including reflexive verbs. He links sentences and his responses are detailed and sometimes extended. He occasionally produces more complex sentences; however, his responses have been well practised prior to the assessment. He describes what he did using the perfect and imperfect tenses together and understands the difference. His language is mostly accurate and the errors do not impede his clear communication.

### Le travail

The class listen to a recording in which people describe their jobs. The text is quite long and contains a wide range of structures including familiar language such as likes and dislikes in a less familiar context. This extract includes two jobs – florist and vet. They also hear descriptions of a postman and a journalist.

Alors moi, c'est Sébastien, 29 ans, et je suis fleuriste, responsable d'un magasin de fleurs à Strasbourg. Qu'est-ce que c'est être fleuriste? C'est d'abord nettoyer, couper les fleurs fraîches pour les bouquets, entretenir et arroser plantes en pot. J'aime mon métier parce que j'adore les fleurs et les plantes. C'est important aussi que je m'intéresse aux gens – on a beaucoup de contact avec les clients dans le magasin. J'ai fait un stage d'un an pour apprendre à dresser les bouquets.

Salut, je m'appelle Jean-Claude et je suis vétérinaire. Je travaille dans un cabinet en ville donc la plupart de mes clients sont des animaux domestiques: chiens, chats, oiseaux, mais il y a aussi les animaux plutôt exotiques comme des serpents et les lézards. J'adore mon métier. J'ai fait cinq ans d'études à l'école nationale vétérinaire à Nantes. Il faut aimer les animaux bien sûr, mais il ne faut pas être trop sentimental. Les heures de travail sont longues, mais le salaire d'un vétérinaire est bon.

Joe notes details in French about each job following prompts on the answer sheet:

métier...  
que fait-on?...  
on l'aime?...  
pourquoi?...  
ce qu'on n'aime pas...  
études...  
d'autres détails...

He shows understanding of the spoken material and noted information and details for each job described.

### **Le travail (DVD)**

Using the notes from the listening activity, pupils prepare short presentations. Joe reuses some of the language he has heard to say why he would like to be a vet and not a florist, occasionally using his notes as a prompt. Joe adapts previously learned language to the new context. His response is quite extended and detailed. His language is mostly accurate and he talks confidently in his presentation.

## Summary and overall judgement

### Oracy

Levels 5, 6 and 7 were considered and Level 6 was judged to be the best fit.

Joe has taken part in a range of activities in Year 9, including presentations using ICT, a drama activity and a group activity about the dangers of mobile phones, based on a listening task. He shows understanding of *a variety of spoken material, including some longer items* such as the recording about jobs (a characteristic of Level 6) and he is starting to reuse what he hears and reads in his own spoken language. Joe speaks with good pronunciation and intonation, is able to use a *wider variety of structures* including different tenses and he is able to *produce more extended and detailed responses* (a characteristic of Level 6). In the pair-work activity he also produces some *complex sentences* which demonstrates he is starting to show characteristics of Level 7. Although he makes mistakes, he communicates very clearly. He speaks with *increasing confidence* (a characteristic of Level 6), although he is not yet able to use language more spontaneously.

## Attainment target 1: Oracy

### German

#### David | Level 4



David is a 14-year-old learner in Key Stage 3.

His teacher knows much more about David's performance than can be included here. However, this profile has been selected to illustrate characteristic features of David's work across a range of activities. Each example is accompanied by a brief commentary to provide a context and indicate particular qualities in the work.

David's teacher judges that his performance in German for Oracy is best described as Level 4.

#### Finde deinen Partner (DVD)

Pupils prepare a *Blind Date*-style activity, with some playing the part of the contestants and one acting as the presenter. They have the opportunity to prepare answers to different questions, but do not know exactly which questions they will hear. The questions and answers cover the familiar language of personal description. Different groups produce a variety of performances which demonstrate different levels of achievement. All pupils find this a highly motivating activity and enjoy using the language they learn in this creative task.

In this extract, David is the presenter. He asks different questions, introduces participants and displays confidence in using simple language despite some mother tongue interference and other errors.

#### Die Schule

David's class are revisiting the topic of 'School' in the context of choosing subjects at option time and future plans. Pupils listen to a recording with six young German students saying what their favourite and least favourite subjects are, and why, and what they want to be. Below is the transcript of one of the students.

Hallo! Ich heiße Peter. Ich lerne gern Englisch. Es ist sehr interessant und ich höre gern Popmusik aus England. Ich lerne nicht gern Mathe. Es ist langweilig und sehr schwer. Ich möchte gern Englischlehrer werden.

The language is made up of simple sentences, but contains different sentence patterns. Pupils listen to each student in the recording twice and David correctly identifies most of the details: the subjects, the opinions and the future plans.

### **Schulfächer (DVD)**

Following the listening activity, pupils prepare short conversations about the subjects they will study next year after they have chosen their options. Some pupils in the class are able to use the future tense in their conversations. David asks and answers questions about favourite subjects, what he will do next year and what he won't with simple reasons. His pronunciation is good and his intonation is consistent. He is starting to vary sentence patterns and give slightly longer responses. There are mistakes but his communication is mostly clear and he speaks with confidence.

## **Summary and overall judgement**

### **Oracy**

Levels 3, 4 and 5 were considered and Level 4 was judged to be the best fit.

During the course of Year 9 David has taken part in a range of activities, including presentations using ICT about his family, house and healthy eating. His teacher has noted that he is able to use simple language confidently without prompts. His language contains different sentence patterns, and in both the sample activities David is *beginning to use his knowledge of language to substitute words or phrases* (a characteristic of Level 4). However, he makes errors when attempting more ambitious language and there is some mother tongue interference. He listens to spoken material *made up of simple sentences and containing different sentence patterns* (a characteristic of Level 4), both recorded and from other pupils. He responds appropriately and is able to extract information from what he hears.

Oracy

**Zoe**

**Level 6**



Zoe is a 14-year-old learner in Key Stage 3.

Her teacher knows much more about Zoe's performance than can be included here. However, this profile has been selected to illustrate characteristic features of Zoe's work across a range of activities. Each example is accompanied by a brief commentary to provide a context and indicate particular qualities in the work.

Zoe's teacher judges that her performance in German for Oracy is best described as Level 6.

### **Die Schule (DVD)**

Zoe's class has been asked to prepare a conversation reusing previously learned language and incorporating opinions. Zoe takes part in a pair-work activity with her partner Alex. They choose areas that interest them and emulate a natural conversation using interjections and exclamations. The conversation covers school subjects, what they think about teachers, school uniform and plans for the day. They adapt previously learned language. They have notes to use as prompts, but do not write the conversation out. Zoe asks and answers questions and reacts to what her partner says. She is confident and communicates clearly with good pronunciation and intonation. She describes and compares school in Germany with school in Wales and expresses opinions using a range of structures. At times she produces more extended and detailed responses with longer sentences. Her language is mostly accurate.

### **Partnerbewertung (DVD)**

This activity is a summative peer assessment at the end of a unit covering family, jobs and other activities. The class is used to listening to each other's performance and checking what they say against criteria discussed with the teacher. Zoe's partner Alex has a number of questions he asks her and he checks her responses on a peer assessment sheet. They have the opportunity to practice before deciding they are ready to be assessed by their partner, including the preparation of brief prompts. Zoe does occasionally check the prompts, but she does not read any of her responses and speaks quite confidently.

She produces some extended responses, giving a lot of detail, and at times produces longer and more complex sentences, although there are mistakes. She uses a range of structures, including different tenses, mostly accurately.

### **Die Arbeit**

Following the unit of work on family, which includes aspects of the world of work, the class focuses more closely on language used in this context. The activities include a listening task for which pupils listen to a recording of six young German people describing what their parents do for a job, which is a less familiar context. The spoken material is quite long and spoken at a natural pace. It contains a wide range of structures including sentences with subordinate clauses and some longer sentences. Zoe notes for each person in German what the parents do for a living, whether they like it and any other details. She also expands her notes to describe the work in the first two extracts in full sentences, reusing the language she has heard.



## Hören

| Vater                                    | Mutter  |
|--|---|
| ① Autoschlosser ✓<br>interessant-Autos ✓ | Bankangestellte ✓<br>langweilig ✓               |
| ② Briefträger ✓<br>draussen ✓            | Krankenpflegerin ✓<br>Schwer-gerne mit Menschen |
| ③ Lehrerin-Kinder ✓                      | Tischler tot ✓                                  |
| ④ Ingenieur Bier ✓                       | Telefonistin <sup>gern</sup> ✓                  |
| ⑤ <sup>einem</sup> in Büro x             | Hausfrau ? ✓                                    |
| ⑥ Klempner ✓<br>Chef/Boss ✓              | Krankenhaus ✓<br>Laborantin verdient gut ✓      |

① Er ist Autoschlosser. Er findet die Arbeit interessant weil er Autos mag. ✓  
Sie ist Bankangestellte. Sie findet die Arbeit langweilig. ✓

② Er ist Briefträger. Er findet die Arbeit gut, weil er gerne draussen arbeitet. ✓  
Sie ist Krankenpflegerin. Sie arbeitet gerne mit Menschen. Aber es ist schwer. ✓

Zoe then prepares a presentation about different jobs using ICT. Zoe describes the job itself and the qualities each job requires, as well as occasional extra details. Each of the descriptions, covering a range of jobs, is quite short, but Zoe gives the presentation confidently with no prompts, apart from the pictures and job titles she has included on the slides.



## Summary and overall judgement

### Oracy

Levels 5, 6 and 7 were considered and Level 6 was judged to be the best fit.

During the course of Year 9, Zoe has taken part in a range of activities, including listening to and viewing a variety of spoken material, and has responded to other pupils in group activities and to her teacher. As in 'Die Arbeit', she understands *spoken material containing a range of structures* (a characteristic of Level 6); some of the structures are quite complex (starting to show characteristics of Level 7). When she speaks she is able to *use a wider variety of structures and adapt previously learned language* (a characteristic of Level 6). Although there are errors her communication is clear and she speaks with good pronunciation and intonation. Sometimes she can *produce more extended and detailed responses* (a characteristic of Level 6). Although she speaks quite confidently, she does not use language spontaneously yet and sometimes needs to refer to notes or prompts to support her speaking.

Oracy

## Steph | Level 7



Steph is a 14-year-old learner in Key Stage 3.

Her teacher knows much more about Steph's performance than can be included here. However, this profile has been selected to illustrate characteristic features of Steph's work across a range of activities. Each example is accompanied by a brief commentary to provide a context and indicate particular qualities in the work.

Steph's teacher judges that her performance in German for Oracy is best described as Level 7.

### Schuluniform (DVD)

In the context of school, Steph's class are asked to work in pairs to produce a conversation about an aspect of school life and to include structures and vocabulary to express opinions. Steph prepares a conversation with her partner about school uniform. They are given the opportunity to practise what they will say but produce the final version with no prompts; they both attempt to use language more spontaneously. Steph's responses to her partner's questions are extended and detailed and she links what she says so that the sentences she produces are sometimes quite complex. She reacts with little hesitation to her partner's questions. She uses a wide range of structures and expresses points of view and preferences with reasons. Her pronunciation and intonation are good and her language is accurate.

### Letztes Wochenende (DVD)

Steph's class has been asked to prepare a presentation on weekend activities following work on the past tense. The class is asked to vary their language and give as much detail as possible, and to include what they thought about the weekend. Using ICT, Steph and her partner give a presentation about what they did last weekend, having decided independently to include next weekend in their presentation also. The slides are there as prompts and to enhance the presentation, but Steph does not read them. She uses the past tense confidently and accurately, gives opinions, and is able to switch to the future tense quite naturally at the end when she talks about what she will do next weekend. She uses some more complex language and links phrases to produce longer sentences. Her language is very accurate and she uses a wide range of vocabulary, drawing on previously learned language.

## Osterferien

Steph's class listen to a recording of four young people phoning home from trips during the Easter holiday. The passages are quite long and contain unfamiliar language. They are spoken at natural speed with hesitation and cover different contexts. In each case the holiday destination is not named and much of the information has to be inferred. Each caller refers to past, present and future actions and events and expresses opinions. Steph correctly identifies most of the information: where the young people went; where they were staying; what they had done; what they were going to do, as well as what they liked and disliked about the trip. She then expands her notes and adapts the language she has heard to write short paragraphs in the third person, summarising the conversations. Her language is very accurate and includes all the required details.

|   |   |
|---|---|
| ① | Er ist nach London gefahren.<br>Er übernachtet in einem Hotel.<br>Er ist ins Kino gegangen, wo er cats gesehen hat. Es hat Spaß gemacht.<br>Morgen wird er Windsor park besuchen.<br>Er fand das Theater gut.<br>Er findet das Essen nicht so gut.                                    |
| ② | Sie ist nach Sylt gefahren.<br>Sie übernachtet in einem Ferienbungalow.<br>Sie ist Rad gefahren.<br>Morgen wird sie surfen.<br>Sie findet radfahren gut.<br>Sie findet das Wetter nicht so gut, weil es regnet.   |
| ③ | Er ist zum Schwarzwald gefahren.<br>Er übernachtet auf einem Campingplatz.<br>Er hat Fußball und Volleyball gespielt und ist geschwommen.<br>Morgen wird er eine Radtour machen.<br>Er findet die Stimmung und das Wetter gut.<br>Das Essen ist zu teuer, das findet er nicht so gut. |

## Summary and overall judgement

### Oracy

Levels 6 and 7 were considered and Level 7 was judged to be the best fit.

During the course of Year 9, Steph has taken part in a range of activities, including listening to and viewing a range of spoken material some of which *contain complex sentences* (a characteristic of Level 7). This includes some *longer passages* such as the telephone calls in the sample tasks, as well as other recorded extracts. Steph also listens to some extended interviews, following which she prepares her own interview and listens to German students talking about school life. She responds readily, occasionally *in a spontaneous and improvised manner* to other pupils in group activities, as well as to her teacher, although for some activities she also relies on pre-prepared language. When speaking Steph is able to use a wide variety of structures and manipulate different tenses with confidence. Her language is very accurate and she has *good pronunciation and intonation* (a characteristic of Level 7). In conversations and presentations she is able to *draw on a variety of previously learned language and link phrases together to give more extended and detailed responses* (a characteristic of Level 7). She is able to speak without written notes and often responds with no hesitation to others.

## Attainment target 1: Oracy

### Spanish

#### Maya | Level 5



Maya is a 13-year-old learner in Key Stage 3.

His teacher knows much more about Maya's performance than can be included here. However, this profile has been selected to illustrate characteristic features of Maya's work across a range of activities. Each example is accompanied by a brief commentary to provide a context and indicate particular qualities in the work.

Maya's teacher judges that his performance in Spanish for Oracy is best described as Level 5.

#### Las vacaciones

Maya's class has been learning to talk about the past using the preterite tense in the context of holidays. They listen to a recording of three young Spanish people talking about their holidays in the UK. Maya identifies the preterite verbs and notes the details of each person's trip. An extract from one person's account is reproduced below. The recording is in a familiar context, contains a variety of structures and overall is quite long. Maya correctly identifies the verbs and notes most of the details he needs.

... ¿Fuiste a Gales Maria?  
– Sí fui en avión al aeropuerto de Cardiff, no me gusta viajar en coche.  
– Yo prefiero el avión, es mucho mejor que viajar en coche o autocar. ¿Qué tal la comida con British Airways?  
– No está mal. Comí jamón con ensalada, y de postre, fruta.  
– ¿No te aburriste en el avión?  
– No. Hablé con un chico gales. Me divertí mucho...

#### Las vacaciones (DVD)

Maya's class has practised orally how to say where they went on holiday, how they travelled, who they met and what they ate and drank. Pupils work in groups reusing the language in a guessing game to identify each person's holiday destination. They enjoy the game and it supports the practise of the structures they have learned. They ask and answer questions about the holiday until somebody guesses the correct place. In this extract Maya describes

where he went using the preterite tense of different verbs in simple sentences, mostly accurately. He responds to questions from the group, who correctly identify where he went. Maya is hesitant at times and uses simple but varied sentences, although sometimes in more extended responses. Although he makes some mistakes, his communication is clear.

### **La rutina diario (DVD)**

Maya's class has been working on the context of daily routine, with a focus on present tense verbs. Maya and his partner work with a native Spanish teacher (not their own teacher) to compare their daily routine with a typical routine in Spain. Maya and Karl ask her some questions they prepared earlier, and as she explains what she does, they note down what she does at different times and then the times that they do similar activities. The spoken material contains a variety of structures and is a familiar context.

De lunes a viernes me levanto a las siete en punto de la mañana.  
Cada día, salgo de casa sobre las siete y media de la mañana, porque voy al colegio andando.  
Termino el colegio a las dos de la tarde, entonces voy a casa a comer con mi familia. Después de comer descansamos, y luego, un poco más tarde, practico la natación. Otras veces juego al baloncesto con mis amigas.  
Ceno bastante tarde...En España se cena tarde. Suelo cenar... sobre las diez de la noche.  
También me acuesto tarde... más o menos me acuesto sobre las once de la noche.

The teacher then asks Maya and Karl to identify any differences between Spain and their own routine, providing the opportunity to compare Spanish culture and lifestyles with their own. Maya gives mostly short but varied responses to compare the routines, although Karl is able to give more extended responses. Maya makes mistakes, but his communication is clear.

## Summary and overall judgement

### Oracy

Levels 4, 5 and 6 were considered and Level 5 was judged to be the best fit.

Maya has taken part in a range of Oracy activities including working in a group, taking part in games and working with a partner. He has also given a presentation about Cardiff in which although the sentences are simple, his teacher has noted that he is able to vary tenses and give a lot of information. Maya can *vary the structures* he uses, *sometimes producing more extended responses* (a characteristic of Level 5). He shows *understanding of different types of spoken material in familiar contexts*, both recorded and through listening to his teachers and other pupils (a characteristic of Level 5). When Maya speaks he is sometimes hesitant, but is able to communicate quite clearly with consistent pronunciation and intonation. He makes mistakes but can use a variety of structures including different tenses, although his sentences are quite simple.



Oracy

**Laura**

**Level 6**



Laura is a 13-year-old learner in Key Stage 3.

Her teacher knows much more about Laura's performance than can be included here. However, this profile has been selected to illustrate characteristic features of Laura's work across a range of activities. Each example is accompanied by a brief commentary to provide a context and indicate particular qualities in the work.

Laura's teacher judges that her performance in Spanish for Oracy is best described as Level 6.

### **Mi ciudad (DVD)**

Laura's class has been working on how to describe their town in order to practice descriptive language and to adapt previously learned language to a new context. Laura prepares a conversation with her partner in order to exchange information about Cardiff. They prepare prompt cards for the questions and brief notes with some of the information as the conversation is extended and detailed. She uses the prompt cards, but is not reading her responses and listens attentively to her partner. Laura uses a wide variety of structures although some are quite simple. However, she responds confidently producing more extended speech with lots of detail and a wide range of vocabulary from different contexts.

### **Las vacaciones (DVD)**

Laura's class has been learning to talk about the past using the preterite tense in the context of holidays. Towards the end of the unit, pupils work in pairs to prepare a presentation using ICT about a holiday of their own. Laura gives a presentation about her holiday in Florida. The presentation is detailed and although she has written some of what she says on the slides, she does not read them, but responds to the cues from her partner. The presentation covers a range of contexts including activities, food and drink, as well as a description of the resort and its attractions. She uses quite a wide variety of structures and is able to manipulate the preterite tense of a range of verbs with confidence, although there are some errors. Although the presentation includes detailed and extended responses, the sentences are quite simple with only limited linking of phrases and little more complex language.

## La comida Española

While working in the context of daily routine, Laura's class compares mealtimes and foods in the UK with what happens in Spain. Pupils listen to a native Spanish teacher talk about typical meals and routine in Spain. Laura notes down times of meals and what Spanish people typically eat, and any other details. The text is quite long and contains a range of structures. The language of food is familiar, but this is a less familiar context.

España tiene una gran diversidad gastronómica. Los españoles prefieren la comida mediterránea: los cocidos y los asados.

A los españoles no les gusta nada desayunar fuerte, como a los británicos. Aquí se come, huevos, alubias... para desayunar pero en España no. Para desayunar, toman un café bebido con pan con mantequilla y mermelada, zumo de naranja, etc.

A los españoles les gusta comer tarde. En España se come, más o menos de dos a tres de la tarde. La comida en España se divide en tres platos: primer plato, segundo plato y postre.

El primer plato está reservado para las sopas y las verduras. Se come, por ejemplo, espaguetis con tomate, ensaladilla, coctel de gambas...

De segundo plato se come carne o pescado, como por ejemplo los asados, o filetes con patatas fritas.

De postre, en España, se come fruta, normalmente: manzanas, naranjas, peras, melocotones, etc. En ocasiones especiales, también se puede tomar helado, pasteles o tarta.

La cena es ligera, porque se cena bastante tarde. Así que los españoles cenan poco, por ejemplo, puede que tomen una tortilla de patata o unos huevos fritos con pimientos del piquillo; también se puede tomar sopa o ensalada y embutidos, como chorizo, jamón, queso...

Laura then prepares a written comparison between eating habits in Spain and in the UK, using what she has heard in her own writing.

## Summary and overall judgement

### Oracy

Levels 5, 6 and 7 were considered and Level 6 was judged to be the best fit.

Laura shows understanding of a *variety of spoken material containing a range of structures, including familiar language in less familiar contexts*, such as the activity about Spanish eating habits (a characteristic of Level 6). She responds to material both recorded and in conversation with teachers and other pupils. She reuses some of what she hears in her own speech and writing. When speaking, Laura uses a *wider variety of structures*, including different tenses, and can *adapt previously learned language* (a characteristic of Level 6). Her responses in conversations as well as in her presentation are *extended and detailed*, although she still uses quite basic language at times and does not attempt more ambitious language yet. She speaks with *increasing confidence* and she always makes herself clearly understood with good pronunciation.

Oracy

## Luke | Level 7



Luke is a 14-year-old learner in Key Stage 3.

His teacher knows much more about Luke's performance than can be included here. However, this profile has been selected to illustrate characteristic features of Luke's work across a range of activities. Each example is accompanied by a brief commentary to provide a context and indicate particular qualities in the work.

Luke's teacher judges that his performance in Spanish for Oracy is best described as Level 7.

### El medio ambiente (DVD)

At the end of a unit focusing on the environment, pupils in Luke's class prepare presentations using ICT to give to the rest of the class. Luke prepares a detailed and attractive presentation using the language he has learned in the unit as well as a variety of previously learned structures. Although the slides contain most of what he wants to say, he does not read them, but uses prompt cards with bullet points for support. He uses a wide range of language, including some more complex language, and is confident in using some specialised vocabulary. His pronunciation and intonation are good and his language is accurate. As each pupil gives their presentation, the rest of the class take part in a peer-assessment activity, noting the quality of what they say on the peer-assessment sheet created by the teacher.

### Últimas noticias (DVD)

Luke's class has been reusing language they have learned to create and script scenes from a soap opera to act out. Each group has taken the part of a family, each of which has a different dark secret. In this scene, Luke is a character who has discovered a body and is being interviewed for TV. It is presented as a news report; the pupils actually film it as part of their work. Luke acts out his part quite spontaneously, linking phrases to produce natural-sounding speech in a more creative and independent context.

### La excepción de la semana (DVD)

In the context of daily routine and free time, the class listens to a recording of a young Spanish woman talking about an exceptional day in her normal routine. As they listen, pupils are asked to identify the preterite, present and future or conditional verbs. They also note time expressions and connectives. On the last listening they complete sentences in Spanish with the correct information about her day. The text is quite long and contains some complex sentences and unfamiliar language.

Normalmente me levanto a las siete de la mañana porque trabajo en una oficina de ocho a cinco. Sin embargo, ayer me levanté a las nueve. Había un partido de tenis entre Nadal y Ferrero en mi ciudad. No es normal que vengan jugadores profesionales a Murcia así que compré entradas y pedí el día libre. Fue un partido genial (ganó Nadal tres sets a dos). Cuando acabó el partido fuimos a comer paella a la tasca. Sin embargo no me gustó, quizás porque el cocinero era nuevo. Me tomé también una copa de vino tinto. Por la tarde, fui a casa de unos amigos a ver una peli. Cené allí ya que se hizo tarde. Finalmente, volví a mi casa y me acosté, muy cansada, debido al día tan excitante que había tenido. Mañana voy a ir al trabajo pero me gustaría tener otro día libre y volver al tenis.

Following the listening task pupils prepare information about their own unusual day to work on, both in pairs and with their teacher. With his teachers Luke talks about his unusual day. He responds to a range of unprepared questions, reusing some of the language from the listening task in his own language as well as previously learned language. He answers spontaneously and his responses are detailed. He expresses opinions and uses different tenses. Luke does make a few basic errors however, as a result of the more improvised nature of the task.

## Un viaje a México

Following work on holidays, Luke's class study aspects of different Spanish-speaking countries and listen to the Spanish assistant describing her holiday in Mexico. Luke completes almost all the required information from what he hears. The text contains some unfamiliar language and complex sentences. Luke then uses this information as well as some research of his own to describe in writing an imaginary trip to a different country.

### Año 9: Actividad de escuchar

Instrucciones: escucha a María hablando sobre su viaje a México y rellena los blancos

✓  
✓  
✓  
Hola, recientemente fui de vacaciones a México con mi novio que se llama Luís. Fuimos en avión desde Londres y el viaje duró unas ocho horas.

✓  
Bueno, pasamos quince días en la Ciudad de México, que para mí ha sido la ciudad más alucinante pero más ruidosa que nunca he visitado.

✓  
✓  
✓  
✓  
Nuestro hotel estaba al lado de Zócalo, una de las ? más grandes del mundo. Está construida sobre la plaza histórica de la ciudad azteca de Tenochitlán. Ciudad de México es una ciudad moderna pero hay muchas ruinas aztecas. Por ejemplo, enfrente del Zócalo han excavado las ruinas de un pueblo y en una estación de metro hay las ruinas de una pirámide.

✓  
✓  
✓  
El hotel estaba bien, pero como estaba en el centro había mucho ruido y dormía mal. Además, aunque la contaminación no me afectaba, no era agradable.

✓  
✓  
El último día visitamos las dos catedrales de Nuestra Señora de Guadalupe, la patrona de los mexicanos. La catedral nueva era alucinante, y estaba llena de gente.

✓  
En fin: ¡unas vacaciones inolvidables!

## Summary and overall judgement

### Oracy

Levels 6, 7 and 8 were considered and Level 7 was judged to be the best fit.

Luke has a good understanding of a range of spoken material, both recorded and spoken by his teacher and other pupils. He copes well with longer passages and deduces the meaning of more *complex sentences and unfamiliar language* (a characteristic of Level 7). He responds to unprepared questions such as those posed by his teacher about his unusual day in a more *spontaneous and improvised manner* (a characteristic of Level 7). He is able to reuse some of the language he hears in his own speech and writing. When speaking, Luke is confident and at times able to deal with less predictable situations, which is starting to show characteristics of Level 8. However, he makes more errors in these situations. When Luke speaks Spanish in more prepared contexts, he speaks fluently and confidently and makes few errors, even when using more complex language. In his presentation and the drama activity, he draws *on a variety of previously learned language* and can *link phrases together to give more extended and detailed responses* (a characteristic of Level 7).

## Attainment target 2: Reading French

### Andrew | Level 3

Andrew is a 14-year-old learner in Key Stage 3.

His teacher knows much more about Andrew's performance than can be included here. However, this profile has been selected to illustrate characteristic features of Andrew's work across a range of activities. Each example is accompanied by a brief commentary to provide a context and indicate particular qualities in the work.


Andrew's teacher judges that his performance in French for Reading is best described as Level 3.

#### Une invitation

**Invitation**

L'anniversaire de Michel

Viens à ma fête à la Maison des Jeunes  
le vendredi 20 avril  
19 heures à 22 heures



RSVP  
51 rue des Cerisiers  
Tél : 02 35 67 81 23

Crêpes, jus de pomme, discothèque, musique

*Note les détails*

fête de qui ? Michel ✓

jour ? vendredi ✓

commence à ? 19 heures ✓

finit à ? 22 heures ✓

à manger ? crêpes ✓

à boire ? jus d'orange ✓

activités ? discothèque musique ✓

Andrew's class has been learning how to make arrangements to go out in the context of free time. He has worked with a partner on short dialogues concerning arrangements to meet, with times, days and activities. Andrew completes a reading activity to use as a basis for a dialogue about arrangements to go to a party and then as a stimulus to write his own invitation. Andrew understands a short invitation to a birthday party. Although the text is made up of phrases and single words, there is a range of information which he has to categorise using the prompts in French. Andrew is able to identify key familiar information, such as times, day, food, drink and activities.



## Le weekend

Still in the context of free time activities, Andrew's class has been learning the simple future in order to say what their plans are. Following lots of oral practice as a class with their teacher and an information gap pair work activity, Andrew completes a reading activity. The text is simple and contains the familiar language he has been practicing, although there is some variety of sentence. His teacher explains carefully what the class has to do and gives them some examples orally before they start. Firstly Andrew correctly identifies the simple future verbs, although he does not underline the only third person plural example. He understands most of the details regarding the timing of the different activities and finally he is able to reuse the language with support to write a few sentences about his own weekend plans. The work is checked in class with the teacher and Andrew reads his own sentences out loud.







**Qu'est-ce que Jules va faire ce weekend?**

Samedi à neuf heures et demie je vais jouer au basket au collège.  
L'après-midi je vais aller au cinéma avec Serge. On se rencontre à quinze heures.  
Le soir je vais rester à la maison. Je vais regarder la télé.

Dimanche matin je vais prendre le petit déjeuner à neuf heures, puis à dix heures je vais jouer au foot avec mes copains.  
L'après-midi je vais faire mes devoirs.  
Le soir je vais dîner en famille et puis nous allons jouer aux cartes.

**1 Underline all the verbs that say what Jules is going to do**

**2 When does Jules do what?**

|   |                                 |
|---|---------------------------------|
|  | _____ samedi soir _____         |
|  | _____ samedi l'après midi _____ |
|  | _____ dimanche matin _____      |
|  | _____ dimanche 10 heures _____  |
|  | _____ samedi _____              |
|  | _____ dimanche soir _____       |

**3 Qu'est-ce que tu vas faire ce weekend?**

Samedi  
Je vais jouer au foot  
Je vais regarder la télé  
Je vais mes devoirs  
Je vais jouer au rugby  
Dimanche  
Je vais rester à la maison.

## Summary and overall judgement

### Reading

Levels 2, 3 and 4 were considered and Level 3 was judged to be the best fit.

Andrew has an understanding of the sound patterns of French and can read *familiar language* aloud, as in his own account of the weekend. He is also able to use the glossary in his textbook to look up new words. He can read *simple texts . . . and other sources of familiar language* for detail (a characteristic of Level 3). He can also reuse some familiar sentences from his reading in his own writing and speech. He is starting to understand texts that contain some *different sentence patterns* (characteristic of Level 4); however, he needs a lot of support.

Reading

## Nicole

Level 5

Nicole is a 14-year-old learner in Key Stage 3.

Her teacher knows much more about Nicole's performance than can be included here. However, this profile has been selected to illustrate characteristic features of Nicole's work across a range of activities. Each example is accompanied by a brief commentary to provide a context and indicate particular qualities in the work.

Nicole's teacher judges that her performance in French for Reading is best described as Level 5.

## L'argent de poche

Nicole's class has just started a unit about pocket money when they complete this reading activity. It is an opportunity to revisit previously learned contexts relating to clothes, shopping, help around the house and part-time jobs. Nicole reads three magazine interviews with young people talking about pocket money, how they get it and what they do with it. One of the interviews is included with Nicole's response. The text is in a familiar context and contains a variety of structures. Nicole uses a dictionary to look up any words she does not know and is able to scan the text to locate the information she needs. For each person interviewed she correctly understands how much each person gets, what they spend it on, whether they work and if they save. This reading activity is a springboard for further reading about pocket money, fashion and young people's attitudes. Nicole then produces her own longer written text, adapting what she has read for her own productive language.

### L'argent de poche

#### Interview avec Nathalie, 17 ans

-Tu as combien d'argent de poche, Nathalie?  
 -Je reçois dix euros par semaine.  
 -Tu travailles à la maison pour avoir ton argent de poche?  
 -Normalement, mes parents me donnent automatiquement dix euros tous les samedis. Mais j'aide beaucoup à la maison aussi. Je passe l'aspirateur, je garde mon petit frère, je lave la voiture....  
 -Qu'est-ce que tu fais avec ton argent de poche?  
 -J'achète des magazines et des CD. Parfois, je vais au cinéma.  
 -Et pour les autres dépenses?  
 -Mes parents m'achètent les vêtements et paient pour les transports et quelquefois les concerts.  
 -Et tu travailles pendant les vacances?  
 -Oui. Ici on est près de la mer et l'été, il y a toujours de petits jobs pour les étudiants. L'année dernière, j'ai eu un petit job dans un restaurant de fast-food – c'était bien. Comme ça, je peux économiser un peu pour des vacances ou pour acheter quelque chose de plus cher.

|                     | Nathalie                | Cécile              | Jean-Paul         |
|---------------------|-------------------------|---------------------|-------------------|
| Combien?            | 10 euros                | 20 euros            | 15 euros          |
| Dépenses            | CDs, magazines          | cinéma<br>vêtements | jeux d'ordinateur |
| Travail à la maison | Oui                     | Non                 | Oui               |
| Petit job           | Restaurant de fast food | garder les enfants  | Non               |
| Faire des économies | Oui                     | Non                 | Non               |

## Un prof branché

Nicole's class has been working on more extended descriptions. Pupils revise previously learned language relating to clothes and extend their range of adjectives to make their language more interesting and detailed. They also focus on accuracy and adjectival agreement. In this activity Nicole reads a text describing a teacher. She has to identify the language used to describe her appearance, her clothes and her personality. The text relates to a familiar context and contains a variety of structures. Nicole notes a wide range of descriptive language and correctly writes her responses under the three headings. She then reuses the language from the text to describe a different teacher.

### Un prof branché

Mlle. Lebrun est notre prof de français et elle est ma prof préférée. Elle est assez grande mais pas grosse. Elle a les cheveux longs et raides et elle porte des lunettes. Elle a de beaux yeux verts.

Elle est très sportive aussi – elle aime bien faire de la gymnastique et jouer au tennis. Elle est plus jeune que les autres profs de langues. Mlle. Lebrun est plus branchée que tous les autres profs de notre collège. Elle porte quelquefois un pantalon chic et quelquefois une jupe courte. Elle ne porte jamais de vêtements démodés. Hier elle a porté une chemise très élégante.

Tout le monde aime bien Mlle. Lebrun parce qu'elle n'est jamais sévère. Elle est gentille et patiente et ses cours sont intéressants. Elle est drôle et elle aide tout le monde quand on a des problèmes.

#### Physique

assez grande  
pas grosse  
cheveux longs et raides  
yeux verts

elle porte des lunettes

#### Vêtements

pantalon chic  
jupe courte  
chemise très élégante  
Elle ne porte jamais de vêtements démodés

#### Caractère

sportive  
jeune  
branchée  
jamais sévère  
gentille  
patiente  
drôle  
elle aide tout le monde

*Madame Evans est notre prof de gallois. Elle est mince et joli. Elle a les cheveux courts<sup>et</sup> noirs et les yeux marron. Elle est jeune. Elle porte quelquefois un pantaloon noir et une chemise blanche. Elle porte<sup>des</sup> un<sup>h</sup> vêtements à la mode. Elle est strict mais gentille. Quelquefois elle est drôle. Elle est ma prof préférée!*

### Une lettre à Luc

Nicole's class has been learning how to use the perfect tense in the context of food and drink, also covering aspects of intercultural understanding. Nicole reads and responds in French to a letter about eating habits in France. The letter is mostly in the perfect tense, but also includes a variety of structures. Nicole correctly locates and accurately records the information she needs, although does not change *mes* to *ses* in her last response. She also reads some authentic material regarding meals in France from which she is able to extract some details and some restaurant adverts. She works out the meaning of some new words from the context and uses a dictionary to look up words she doesn't understand.

#### 4. Une lettre à Luc

Lis la lettre suivante puis réponds aux questions.



**HIER**

Lannion, le 18 avril

Cher Paul,

Dans ta lettre tu m'as demandé de parler des repas qu'on mange en France. Eh bien, voilà.

Chez moi, le repas le plus important est le dîner. Hier, c'était mon anniversaire et je suis allé au restaurant avec ma famille. J'ai mangé un steak-frites -c' était délicieux! J'ai bu une limonade mais mes parents ont bu du vin-je n'aime pas ça-c'est dégoûtant! Pour dessert j'ai mangé une glace au chocolat.

Ce matin, au petit déjeuner j'ai mangé des céréales avec du lait mais le samedi j'aime manger des croissants.

Au collège je mange à la cantine. Normalement, je mange du poulet avec des frites mais quelquefois je mange des pâtes.

Ce soir, je vais manger chez mes grand-parents parce que mes parents vont au cinéma.

Et toi, quel est ton repas préféré ?

Amitiés,

Luc.



1. Quel est le repas le plus important chez Luc?

le dîner

2. Il est allé où hier?

au restaurant

3. Ses parents ont bu quelle boisson?

du vin

4. Qu'est-ce qu'il a mangé comme dessert?

glace au chocolat

5. Quand est-ce qu'il aime manger des croissants?

le samedi

6. Où est-ce qu'il a mangé au collège?

à la cantine

7. Où est-ce qu'il va manger ce soir?

chez mes grand-parents

## Summary and overall judgement

### Reading

Levels 4, 5 and 6 were considered and Level 5 was judged to be the best fit.

Nicole shows understanding of *different types of texts in various familiar contexts*, including dialogues, letters, articles and authentic sources (a characteristic of Level 5). The texts she reads and responds to *contain a variety of structures*, including different tenses. Nicole is able to scan texts for the information she needs as well as responds in more detail and use reference materials to find out the meaning of new words. She is sometimes able to understand some authentic and longer material, which is starting to show characteristics of Level 6. On occasions, she uses what she has read in her own productive language as in 'Un prof branché'.

Reading

## Sarah

Level 6

Sarah is a 14-year-old learner in Key Stage 3.

Her teacher knows much more about Sarah's performance than can be included here. However, this profile has been selected to illustrate characteristic features of Sarah's work across a range of activities. Each example is accompanied by a brief commentary to provide a context and indicate particular qualities in the work.

Sarah's teacher judges that her performance in French for Reading is best described as Level 6.

### La vie saine

In the context of a unit of work on healthy lifestyles, Sarah reads a text giving advice to a young woman about eating, exercise and other issues such as smoking. The text is relatively short but is a less familiar context and contains a range of structures, as well as some unfamiliar language. The text contains gaps and Sarah's first task is to complete the text by choosing the correct words from a box. She shows comprehension of the text by correctly copying the words into the right place in the text. The next task is to categorise the recommendations in French under three headings. She is able to locate the information she needs and correctly convey it in her response, including putting some of the sentences in her own words. She then writes some recommendations for herself based on the text, adapting what she reads in her own writing, which is characteristic of Level 6.



## Recommandations

### Alimentation

Il faut manger moins de chocolat parce qu'il y a trop de sucre et mauvais pour la peau! Aussi, comme végétarien n'est pas un problème si tu manges d'autres aliments riches en protéines.

### Exercice physique

Il faut prendre assez d'exercice physique. Les recommandations sont soixante minutes d'activité physique par jour pour rester en forme.

### Autres problèmes

Fumer est très mauvais pour la santé et il y a une grande risque de cancer. C'est très sérieux et il faut arrêter pour rester en forme.

## Recommandations

**Exercice physique** - Les deux heures par semaine à l'école ne sont pas suffisantes! Il faut prendre assez d'exercice physique par jour. La recommandation est soixante minutes d'activité physique par jour.

**Alimentation** - Ne mange pas si tu n'as pas faim. Évite de manger entre les repas de la journée: le petit déjeuner, le déjeuner et le dîner. Aussi, mange un yaourt ou un fruit pour le goûter. En plus, il faut manger moins de sucres comme les barres chocolatées et les glaces.

## Une carte de Bretagne

Sarah's school has links with a school in Brittany and in this context pupils learn about the region and base some work on holidays. In this activity, Sarah reads a letter from Sophie on holiday in Lannion. The letter is a longer text containing a range of structures, including a variety of tenses. Although the context is familiar there is some unfamiliar language and some new information about Brittany, which supports Sarah's intercultural understanding. The task is to identify who said what and the sentences are different from those in the letter, requiring her to understand the structures and some unfamiliar vocabulary. She uses a dictionary to check some unfamiliar words as well as grammatical clues, and correctly identifies all of the statements. Sarah's class went on to write their own letter about an imaginary holiday in Brittany.

**Une Carte de Bretagne**

*Cher Paul,*

*Me voici enfin à Lannion en vacances. Nous restons dans un camping de cinq étoiles près de la plage. Il y a beaucoup à faire, mais ce qui me plaît surtout est la grande piscine chauffée. Cependant ma mère n'est pas contente parce que notre emplacement est près des poubelles.*

*Hier, nous avons visité "la maison des Johnnies" à Roscoff - c'est un musée qui explique l'histoire des marchands d'oignons en Bretagne. La visite était super mais un peu long! Après nous avons mangé dans un petit restaurant à Saint Pol de Léon - à mon avis, le repas était délicieux! J'ai pris des escargots et mon frère David a choisi une pizza parce qu'il est végétarien!*

*Nous sommes rentrés au camping l'après midi et je me suis reposée un peu en lisant et puis j'ai fait une promenade à la plage avec mes parents. David est resté au camping - il est tellement paresseux. Ce soir nous allons faire un pique-nique et peut-être un barbecue. Ma mère adore manger en plein air.*

*S'il fait chaud demain, nous avons l'intention d'aller à la plage ou à Morlaix. Il y a un grand viaduct dans cette ville.*

*A bientôt,*

*Sophie*

**Qui dit quoi? Sophie, la mère de Sophie, David ou personne?**

1. Le musée était super Sophie
2. Je n'aime pas ce camping la mère de Sophie
3. Je ne mange pas de viande David
4. J'ai adoré le repas Sophie
5. Le camping est loin de la plage personne
6. J'ai lu Sophie
7. Je n'aime pas faire les promenades David
8. J'aime manger dehors la mère de Sophie
9. Morlaix a un pont Sophie
10. S'il fait chaud on reste au camping personne

## Summary and overall judgement

### Reading

Levels 5, 6 and 7 were considered and Level 6 was judged to be the best fit.

Sarah shows understanding of a variety of texts. As well as letters and magazine-type texts she has read dialogues and some authentic texts. She tackles *longer texts* and uses resources to locate information. The texts contain a *range of structures including familiar language in less familiar contexts* (a characteristic of Level 6) and in some cases a range of tenses as in 'Une carte de Bretagne'. As in the text about healthy living she is able to understand and locate information and then reuse language from reading texts in her own speaking and writing. She uses reference materials appropriately and can use grammatical clues to work out the meaning of unfamiliar language, as she did in some of her responses in 'Une carte de Bretagne'.

## Attainment target 2: Reading

### German

#### **Elizabeth** | Level 4

Elizabeth is a 13-year-old learner in Key Stage 3.

Her teacher knows much more about Elizabeth's performance than can be included here. However, this profile has been selected to illustrate characteristic features of Elizabeth's work across a range of activities. Each example is accompanied by a brief commentary to provide a context and indicate particular qualities in the work.

Elizabeth's teacher judges that her performance in German for Reading is best described as Level 4.

#### **Meine Schule**

In the context of school and school subjects around option time, Elizabeth's teacher sets a reading activity to develop pupils' skill in reading a longer text and to identify opinions. The text is an imaginary article written by a student in Wales for a German school magazine. The text is in a very familiar context and pupils were already familiar with most of the language. Elizabeth identifies most of the information correctly in the true/false task and is able to locate the opinions about each subject, although she is not able to transpose '*ich liebe*' into the third person. She then uses the language in the text to write a short paragraph about her own school. Some sentences she uses as they are, mostly correctly, and some she adapts. There are structures she does not fully understand which she is unable to adapt to what she wants to write.

### MEINE SCHULE

Hallo! Ich heie David Evans und ich bin 14 Jahre alt.  
Meine Schule heit Cardiff Academy. Es ist eine Gesamtschule in Sdwest Wales. Die Gebude sind nicht schn - sie sind ziemlich alt aber es gibt ein neues Gebude fr Naturwissenschaft und Technik.

#### Die Schuluniform

Wir mssen auch eine Schuluniform tragen:  
ein dunkelblaues Polohemd, einen schwarzen Pulli und eine schwarze Hose. Die Uniform gefllt mir nicht.

#### Der Schultag

Der Schultag beginnt um halb neun und endet um drei Uhr fnf.  
Die Mittagspause dauert nur vierzig Minuten.

#### Mein Stundenplan

Ich lerne neun Fcher. Mein Lieblingsfach ist Informatik, weil der Lehrer lustig ist.

Ich mag auch Walisisch, weil es interessant ist. Mathe finde ich schwer. Englisch finde ich langweilig.

Mein Lieblingstag ist Mittwoch, weil wir Informatik, Sport, Kunst und Deutsch haben. Deutsch ist interessant und ich liebe Sport.

#### Richtig (√) oder falsch (X)?

1. Die Schule ist in Nordwales
2. Die Schule ist ziemlich alt
3. Es gibt ein neues Gebude fr Technik
4. David mag nicht seine Schuluniform
5. Das Polohemd ist schwarz
6. Die Mittagspause ist lang
7. Die Schule ist um drei Uhr aus

#### Wie findet David....

|             |               |
|-------------|---------------|
| Informatik? | Lieblingsfach |
| Mathe?      | Schwer        |
| Englisch    | Langweilig    |
| Deutsch?    | Interessant   |
| Sport?      | Ich liebe     |
| Walisisch?  | Interessant   |

#### Wie findest du deine Schule?-

Ich heie Elizabeth. Meine Schule ist Gesamtschule in ~~Sdwest~~ Sdwest Wales. Sie sind ziemlich alt. Der Schultag beginnt um halb neun und endet um drei Uhr. Mein Lieblingsfach ist Englisch. Ich mag Sport.

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## Zu Hause mit Karl

Elizabeth's class revisits the context of food with an emphasis on food, meals and eating habits in Germany to develop their intercultural understanding. As an introduction to the unit, pupils work on a short text about what Karl usually eats and when. Pupils are asked to read the text two or three times. Elizabeth underlines and looks up five words she doesn't know in the dictionary. She correctly answers some simple questions in German and notes the times Karl eats his meals. Finally she lists all the words for food in the text, which she will later use in her own speaking and writing. The text contains familiar language which Elizabeth readily responds to and understands, and she is able to use a dictionary to find out the meaning of unfamiliar words.

**Zu Hause mit Karl**

Ich wohne in Berlin. Ich wohne in einer Wohnung im ersten Stock.  
Zum Frühstück esse ich Brot mit Käse und Schinken. Meistens trinke ich Tee oder Orangensaft. In der Woche frühstücke ich um sieben Uhr.  
Um Mittagessen essen wir um ein Uhr zu Hause. Ich esse mit meiner Familie, weil meine Mutter halbtags in einem Laden arbeitet. Mein Vater arbeitet zu Hause. Oft essen wir einen Salat mit Wurst und Nudeln.  
Abends essen wir um acht Uhr. Das ist ziemlich spät. Wir essen Fleisch, Kartoffeln und Gemüse. Mein Lieblingskuchen ist Käsekuchen mit viel Sahne!

A) Finde das Englisch für 5 Wörter, die du nicht verstehst.

1. Stock = floor
2. Halbtags = half day
3. Ziemlich = quite
4. Fleisch = meat
5. Sahne = cream

B) Antworte auf Deutsch!

- 1) Wo wohnt Karl? In Berlin
- 2) Was trinkt Karl zum Frühstück? Tee
- 3) Wo arbeitet seine Mutter? in einem Laden
- 4) Wo arbeitet sein Vater? Zu Hause
- 5) Was ist sein Lieblingsessen? Käsekuchen

C) Um wieviel Uhr isst Karl....

das Frühstück? 7 Uhr  
das Mittagessen? 1 Uhr  
das Abendessen? 8 Uhr

D) Auf Deutsch finde Wörter für das Essen!

Beispiel: Brot

|          |            |
|----------|------------|
| Käse     | Kartoffeln |
| Schinken | Gemüse     |
| Nudeln   | Fleisch    |
| Wurst    |            |
| Salat    |            |

## München – das Stadtzentrum

Elizabeth's class has been learning how to describe towns and comparing towns in Wales and in Germany in order to develop their intercultural understanding. As an introduction to the unit, the class looks at the Munich website on the interactive whiteboard and their teacher points out famous sites, describing them in German and asking pupils simple questions. They have also looked at the website for Cardiff in German and identified the German for some key attractions. Pupils read a simplified leaflet about Munich that contains familiar language and different sentence patterns as well as information about the city centre. Elizabeth identifies some of the detail through the 'true/false' task. The next task based on the text focuses on verb structures in the text that she will eventually use in independent writing. Finally Elizabeth uses the text to write a few sentences about her own town, reusing the structures from the text.

**MÜNCHEN**  
**DAS STADTZENTRUM**

München liegt im Südosten von Deutschland. Im Stadtzentrum gibt es viel zu tun.



Es gibt viele interessante Boutiquen, Cafés, Kinos und Kaufhäuser. Glücklicherweise gibt es keine Autos, weil es eine Fußgängerzone gibt. Es ist besser mit dem Bus oder der U-Bahn zu fahren.



Im Winter findet man hier den Weihnachtsmarkt. Der Marktplatz ist besonders hübsch im Schnee und man kann Glühwein und Lebkuchen kaufen.



Im Sommer ist die Atmosphäre auch toll. Man kann spazieren gehen, Musik hören und ein gutes Münchener Bier trinken!



### Richtig (✓) oder falsch (X)?

1. München ist in der Schweiz.
2. Man kann in einen Film gehen.
3. Es gibt viele Läden.
4. Es gibt viele Autos im Stadtzentrum.
5. Im Sommer gibt es den Weihnachtsmarkt.
6. Im Dezember kann man Lebkuchen kaufen.

### Fülle die Lücken aus!

1. Es gibt viel zu tun.
2. Glücklicherweise gibt es keine Autos.
3. Es ist besser mit dem Bus zu fahren.
4. Der Marktplatz ist hübsch.
5. Man kann Lebkuchen kaufen.
6. Man kann Musik hören.

### Wo wohnst du?

Ich wohne In Cardiff

Im Stadtzentrum gibt es ein Schloss, viele Kaufhäuser und ein Markt.

Man kann spazieren gehen und Welshkuchen kaufen

## Summary and overall judgement

### Reading

Levels 3, 4 and 5 were considered and Level 4 was judged to be the best fit.

Elizabeth clearly shows understanding of different texts containing *familiar language and different sentence patterns* (a characteristic of Level 4). In samples of work she responds well to familiar language in the contexts of school, food and descriptions of cities. She is also starting to look at more authentic material on websites, although she requires support for this, and beginning to read longer texts, although these are still very familiar. The texts she understands contain different sentence patterns, and in some cases the language is quite varied. She is able to respond to different sentence patterns as shown in her responses to the German questions about Karl's routine. She is able to identify words she doesn't know and look them up in a dictionary. She sometimes uses what she reads *to develop her own productive language* (a characteristic of Level 4).



Lucy is a 14-year-old learner in Key Stage 3.

Her teacher knows much more about Lucy's performance than can be included here. However, this profile has been selected to illustrate characteristic features of Lucy's work across a range of activities. Each example is accompanied by a brief commentary to provide a context and indicate particular qualities in the work.

Lucy's teacher judges that her performance in German for Reading is best described as Level 6.

### Lieber Oliver

Lucy's class has been researching an area of Germany for an end of unit project focusing on intercultural understanding. This has included some guided internet research and reviewing some authentic materials such as leaflets, brochures and advertisements. The class has carried out a range of activities linked with the theme and as homework has been asked to complete this reading task. Lucy reads the letter from Paul to his German penfriend describing his holiday in the Black Forest. The text is quite long and contains a range of structures and some less familiar contexts. The description of the holiday is quite familiar; however the information about the grandfather is less familiar. The 'true/false' activity contains some questions that rely on knowledge of language and using grammatical clues such as Question 5, in which Lucy correctly understands that Paul had not yet been shopping, but was going to go shopping. Question 7 requires her to infer that the grandfather cannot go walking. She accurately responds to the questions in German, identifying the information she needs and showing an ability to manipulate language from the text. As a follow-up activity, Lucy uses the text to write a letter about an imaginary holiday in her chosen region of Germany.

Lieber Oliver

Ich bin hier auf Urlaub mit meiner Familie im Schwarzwald in der Nähe von Freiburg. Es ist sehr schön hier und es hat nur einmal geregnet. Wir bleiben hier zwei Wochen. Am Samstag fahren wir mit dem ICE-Zug nach Brüssel und mit dem Eurostar nach London wieder nach Hause.

Wir haben ein grosses Apartment im Wald vermietet, weil mein Großvater mitgekommen ist. Er ist 78 Jahre alt und ist im Rollstuhl. Der Fahrt mit dem Zug war praktischer für ihn.

Wir haben schon einige Ausflüge auf das Land gemacht. Gestern bin ich mit meinem Vater und meinem Bruder im Schwarzwald spazieren gegangen. Es machte mir viel Spaß, aber nachher war ich sehr müde. Morgens werde ich mit meiner Mutter und meinem Großvater in Freiburg einkaufen gehen. Mein Großvater möchte einen Steinkrug als Souvenir kaufen.

Hier gibt es viel zu tun. Das Apartment befindet sich auf einem Komplex. Es gibt ein Jugendzentrum wo man Sport spielen kann und ein Schwimmbad. Am letzten Tag gibt es einen Fussballwettbewerb und ich möchte teilnehmen. Das wäre toll!

Dein Brieffreund

Paul

Richtig (✓) oder falsch (X)?

1. Paul ist auf Urlaub mit seinen Großeltern. X
2. Er bleibt vierzehn Tage im Schwarzwald. ✓
3. Die Familie bleibt in einem Hotel. X
4. Sie werden mit dem Auto zurückfahren. X
5. Paul ist schon einkaufen gegangen. X
6. Auf dem Komplex kann man schwimmen. ✓
7. Der Großvater kann nicht spazieren gehen. ✓

Beantworte diese Fragen

- 1) Wohin fahren die Züge?
- 2) Warum hat die Familie ein grosses Apartment vermietet?
- 3) Warum möchte der Großvater einkaufen gehen?
- 4) Was für Sport hat Paul gern?

1. Die Züge fahren nach Brüssel und nach London
2. Weil sein Großvater mitgekommen ist und er ~~ist~~ im Rollstuhl ist.
3. Er möchte einen Steinkrug als Souvenir kaufen.
4. Er hat spazieren gehen, schwimmen und Fussball gern.

## Rauchen und andere Probleme

As part of a unit on healthy lifestyles, Lucy's class reads these extracts from a magazine about young people's attitudes to smoking, which also contain an unrelated extract about a boy's problems with his parents. The texts contain a wide range of structures and different of points of view. Lucy has to identify which person each question relates to and she correctly locates the information she needs to answer correctly. Following this reading activity, Lucy works in a group using ICT to prepare an oral presentation about the dangers of smoking.

Ich rauche sehr oft in der Woche! Meine Eltern haben auch gemerkt, daß ich geraucht habe. Sie waren nicht zufrieden. Das erste Mal war in der Schule. Ich habe mit meiner Freundin in der Toiletten geraucht. Ich finde es jetzt ganz normal. Wenn jemanden das Rauchen beruhigt, ist es OK.

**Charlotte 18 Jahre alt**

Ich mache viel Sport, darum kann ich es mir nicht erlauben zu rauchen.

In der Fussballmannschaft raucht niemand. Der Fussballmanager ist dagegen und Rauchen ist bestimmt nicht gesund. Ich finde Rauchen doof! Es stinkt und man hustet. Hoffentlich werde ich nie rauchen.

**Christian 16 Jahre alt**

Seit 2 Monaten gehe ich mit einem schönes Mädchen aus. Wir haben uns sehr lieb, aber meine Eltern können sie einfach nicht leiden. Sie ist nett und immer höflich. Ich finde es nervend, daß ich um neun Uhr zu Hause sein muß.

**David 14 Jahre alt**

Als ich elf Jahre alt war, hat mir ein Schulfreund eine Zigarette angeboten. Zum Glück habe ich sie nicht geraucht, und ich bin stolz daran. Ich habe noch nie geraucht, und ich glaube, ich bin der einzige in unserer Klasse. Ich hasse Rauchen. Die Kleider stinken immer. Ich bin wirklich froh, daß es in vielen Orten jetzt verboten ist.

**Ralf 15 Jahre alt**

### Beantworte diese Fragen

1. Wer hat nie geraucht? *Ralph*
2. Wer raucht? *Charlotte*
3. Wer will nicht rauchen, weil er sportlich ist? *Christian*
4. Wer spricht von etwas anders? *David*
5. Wer hat Probleme mit seinen Eltern? *David*
6. Wer findet Rauchen kein Problem? *Charlotte*

## Summary and overall judgement

### Reading

Levels 6 and 7 were considered and Level 6 was judged to be the best fit.

Lucy shows *understanding of a variety of texts containing a range of structures including familiar language in less familiar contexts* (a characteristic of Level 6). She responds to letters, articles and is able to locate information in some authentic materials including guided research on the internet. She copes well with *longer texts* and occasionally some *complex sentences*, for example in the extracts about smoking, which is starting to show characteristics of Level 7. She works out meaning using *context and grammatical clues*, demonstrated in some of her responses to the penfriend letter (a characteristic of Level 6). She is also able to use what she reads *to enhance her own productive language* in tasks such as presentations and a range of writing activities.

## Attainment target 2: Reading Spanish

|            |                |
|------------|----------------|
| <b>Sam</b> | <b>Level 5</b> |
|------------|----------------|

Sam is a 14-year-old learner in Key Stage 3.

His teacher knows much more about Sam's performance than can be included here. However, this profile has been selected to illustrate characteristic features of Sam's work across a range of activities. Each example is accompanied by a brief commentary to provide a context and indicate particular qualities in the work.

Sam's teacher judges that his performance in Spanish for Reading is best described as Level 5.

## El sábado perfecto

Sam's class has been working on the present tense and the use of linking words in the context of daily routine. In preparation for writing an account of their perfect Saturday, Sam's teacher has given pupils a reading activity about the perfect Saturday of the Spanish footballer Raúl. The text contains a variety of structures and a range of linking words. After reading through the text, Sam's first task has been to look up in the dictionary some unfamiliar words (selected by the teacher to support pupils' comprehension) and then to find the Spanish for some key phrases given in English. This develops the skill of scanning a text for the words he needs. He then responds to questions in Spanish, identifying correctly the information and showing the skill of detailed reading, although he doesn't always transpose his responses correctly into the third person. Following the reading activity he then reuses the underlined sections of the text, which emphasise the linking words, to structure his own account.

**¡El sábado perfecto de Raúl!**



• Lee la carta de Raúl –

¡Hola amigos!

¿Qué tal estáis? Estoy fatal porque tengo problemas con mi pie y estoy en el hospital. No puedo salir este sábado - ¡qué pena!

Bueno, voy a describir mi sábado perfecto.....

Normalmente me despierto a las once. Tomo el desayuno en cama: tomo fruta con yogur y café con leche. Entonces, me levanto y me ducho. Me visto en vaqueros y una camiseta.

Voy al estadio a las dos y me preparo para el partido. Hago ejercicios y un poco de yoga - ¡es muy útil! Juego en el partido a las tres y marco 10 goles - ¡genial!

Después del partido, me ducho y voy al restaurante italiano con mis amigos. Como mucha pizza, muchos espaguetis y un montón de helado. También, bebo champán y agua mineral.

Entonces, vamos al cine para ver una película de comedia o una película de acción. Mi actor preferido es Adam Sandler.

Más tarde, vamos a la discoteca hasta las tres de la madrugada y vuelvo a casa muy cansado! ¡Qué día más perfecto!

• Responde a estas preguntas:

**EJEMPLO**

1. ¿Dónde está Raúl? Está en el hospital.
2. ¿A qué hora se despierta? a las once
3. ¿Qué ropa lleva? vaqueros y una camiseta
4. ¿Adónde va a las dos? al estadio
5. ¿Qué hace como preparación para el partido? ejercicio y hago yoga
6. ¿Cuántos goles marca? 10 goles
7. ¿Qué come en el restaurante italiano? como pizza, muchos espaguetis y un montón
8. ¿Qué le gusta beber? bebo champán y agua de helado
9. ¿Adónde van después? al cine
10. ¿A qué hora vuelve a casa? las tres de la madrugada

• Usa el modelo para describir tu sábado perfecto y entonces el sábado perfecto de tu héroe -

## ¿Cómo es Cardiff?

Sam's class has been working on descriptions of towns and where they live. The teacher has used this letter about Cardiff to revisit different time frames and to focus on adjectives. The first task is to scan the text and underline all the adjectives in green, which Sam does correctly. He then circles all the places to visit in Cardiff and draws a squiggly line under all the means of transport. These initial scanning and skimming tasks prepare pupils for a more detailed response to the text. Before starting on these, Sam's teacher has revised the different question words orally with the class. Sam correctly answers the questions in Spanish and identifies all the details he needs.

¡Hola! ¿Qué tal?

Por aquí todo bien, Cardiff es muy bonito pero hace mucho frío y llueve. Cardiff es la capital de Gales, es una ciudad importante por eso tiene un estadio enorme donde se organizan conciertos y partidos de rugby.

También hay una bahía preciosa donde hay un teatro muchos restaurantes y bares. Para ir allí puedes coger el tren, el autobús o incluso puedes ir en barco.

Vivo en una casa con jardín cerca del centro, a unos 20 minutos a pie. Comparto casa con una chica italiana y un chico francés, ellos también son estudiantes. Como todos tenemos bicicletas, ayer fuimos de excursión con ellas. Primero fuimos al castillo y luego al museo de historia. ¡Había dinosaurios enormes!

¿Cuándo vas a venir a visitarme? Espero verte pronto. Escribe pronto y dale recuerdos a tu familia.

Besos  
Elena.

1. ¿Cómo es Cardiff? \_\_\_\_\_ (3)
2. ¿Qué tiempo hace en Cardiff? \_\_\_\_\_ (2)
3. ¿Dónde se puede ver conciertos y partidos de rugby? \_\_\_\_\_ (1)
4. ¿Qué hay en la bahía? \_\_\_\_\_ (3)
5. ¿Cómo puedes viajar a la bahía? \_\_\_\_\_ (3)
6. ¿Dónde está la casa de Elena? \_\_\_\_\_ (1)
7. ¿Con quién vive Elena? \_\_\_\_\_ (2)
8. ¿Cuándo fueron de excursión? \_\_\_\_\_ (1)
9. ¿Adónde fueron de excursión? \_\_\_\_\_ (2)
10. ¿Qué había en el museo de historia? \_\_\_\_\_ (1)

1. es muy bonito
2. hace mucho frío y llueve
3. en un estadio
4. un teatro, muchos restaurantes y bares.
5. el tren, el autobús, el barco.
6. cerca del centro.
7. con una chica italiana y un chico francés.
8. al castillo y luego al museo.
9. dinosaurios enormes.

## Summary and overall judgement

### Reading

Levels 4, 5 and 6 were considered and Level 5 was judged to be the best fit.

Sam shows understanding of *different types of text*, including letters and articles, as shown in the sample work, as well as dialogues and simple poems (a characteristic of Level 5). The texts are based on *various familiar contexts* including descriptions of where he lives, famous people, routine and food and drink (a characteristic of Level 5). He has also developed his intercultural understanding by comparing some of these aspects with those in Spain and Spanish-speaking countries. The texts Sam is able to read and understand contain a *variety of structures* (a characteristic of Level 5) sometimes including different tenses as in the letter about Cardiff. He is also beginning to develop different reading techniques *such as skimming, scanning and detailed reading* (a characteristic of Level 5). He is not yet confident in working out himself the meaning of unfamiliar language and requires support for this. He does however use what he reads in his own productive language as in the follow-up activity to the 'perfect Saturday' reading task.



Reading

## Tanya

Level 6

Tanya is a 14-year-old learner in Key Stage 3.

Her teacher knows much more about Tanya's performance than can be included here. However, this profile has been selected to illustrate characteristic features of Tanya's work across a range of activities. Each example is accompanied by a brief commentary to provide a context and indicate particular qualities in the work.

Tanya's teacher judges that her performance in Spanish for Reading is best described as Level 6.

## El gran futbolista Raúl

In a unit in the context of sport, Tanya's class is given an article about the Spanish footballer Raúl. The language focus for pupils is on using past tenses and identifying cognates, as well as using the text as a model to write about their own favourite sporting personality. The text contains a range of structures and some unfamiliar language. The first task involves scanning the text and underlining the different tenses: present, preterite, perfect and imperfect. Tanya uses different colours, which she is used to doing, and correctly identifies where the four tenses are used. She then makes a list of cognates and picks out the following: 'idolo, fútbol, junio, oportunidad, Liga, momento, goles, nacional'. There are more than these and her teacher points this out to her. Tanya finds the meanings of five unfamiliar words and phrases using the context to work out the meaning. The class discusses the answers and Tanya is able to feed back her responses and confidently read parts of the text out loud.

### ACTIVIDADES DE LEER - EL GRAN FUTBOLISTA "RAÚL"

Lee este artículo sobre Raúl



**El gran futbolista Raúl es un idolo del fútbol en España, con buena razón.**

**Raúl González Blanco nació el 27 de junio de 1977 en el barrio de San Cristóbal de los Ángeles y cuando tenía seis años, aprendió a jugar al fútbol en serio. Poco después, empezó a jugar en el equipo infantil de su barrio.**

**En 1989, con sólo doce años, comenzó a jugar para el equipo juvenil del Atlético de Madrid pero cuatro años más tarde, fue al Real Madrid. A los diecisiete años, llegó la oportunidad de debutar en la Liga para el Real - Raúl jugó fantásticamente. Desde ese momento ha jugado como delantero ha marcado muchísimos goles para el Real y también para la selección nacional.**

**Es un hombre modesto y simpático: le encanta estar con su mujer, Marien y sus dos hijos, en casa o en el campo.**

Using ICT, pupils then draft their own article, modeled on the text. The teacher comments on the draft and discusses improvements for her to check such as accents, word order and adjectival agreement. She produces a final draft taking these comments into account. She follows the model closely and in this final draft there are few errors.

### Un perfil de mi deportista favorita

#### Sally Gunnell



El gran atleta Sally Gunnell es un ídolo del atletismo en Gran Bretaña.

Sally nació el 29 de julio de 1966 en el barrio de Chigwell en Essex. Cuando tenía en el colegio aprendió a correr en serio. En 1980 llegó la oportunidad hacer atletismo en serio y ganó muchos títulos juveniles.

Se convirtió en la número uno vallista del Reino Unido y en 1986 ganó el oro en los Juegos de Commonwealth.

En los Juegos Olímpicos en Barcelona fue capitán del equipo femenino británico, hacer las vallas 400m y ganó el oro.

Desde ese momento, ha ganado muchos mas trofeos para la selección nacional.

Es una mujer modesta y simpática: le encanta estar con su marido y sus tres hijos, en casa o en la playa.

## Las fiestas

Towards the end of a unit of work on festivals in Spain, including saints' days, Christmas, fiestas and non-Christian festivals, pupils have been given this quite lengthy reading activity. The letter describes celebrations of Christmas and also a particular festival in Valencia. It contains a range of structures that they have learned to describe festivals and a few items of less familiar language. The teacher reads the text through with the class, reminding them of the vocabulary, structures and different festivals they have learned about over the course of the unit. Pupils then complete various different skimming and scanning exercises to focus on the structures, including the different tenses. These include a 'find the Spanish' exercise for which they have to find the Spanish for nine sentences, such as 'We are preparing for Christmas' and 'They built statues from wood and cardboard'. Tanya identifies these correctly using her knowledge of the structures and vocabulary she has learned throughout the unit as well as grammatical clues and context. She completes the 'true/false' task and accurately corrects the false sentences. The text is later used again to support pupils in writing about their own celebrations.

## LAS FIESTAS

Valencia, 22 de Diciembre.

Querida Shannon;

¿Qué tal estás? Por aquí todo bien. Mi familia y yo nos estamos preparando para la Navidad.

Todos hemos hecho nuestras compras de última hora y tenemos todos los regalos preparados. El 24 de diciembre toda la familia iremos a casa de mi abuela a cenar.

Allí estarán mis primos, mis tíos y mis abuelos. Cenaremos mucho marisco y pescado al horno, y de postre un pastel de queso. ¡Esta buenísimo!

Después nos desearamos ¡Feliz Navidad!, nos daremos los regalos y comeremos turrón. El turrón es un dulce típico de Navidad. Está hecho de caramelo, almendra o chocolate. Como todos los años mi abuela empezará a cantar y mi primo y yo tocaremos la pandareta y la zambomba, (unos instrumentos típicos navideños).

Sin embargo no todos los años son iguales. El año pasado fuimos a Sierra Nevada a esquiar. Nos lo pasamos muy bien. Fuimos toda la familia y mi hermana y yo recibimos lecciones porque no habíamos esquiado nunca. Al principio resultó difícil pero luego le cogimos el truco. Además visitamos la Alhambra de Granada y comimos muchas tapas.

¿Cuándo vas a venir a visitarnos? ¿Por qué no vienes en marzo y así conoces las Fallas? Las fallas son las fiestas de Valencia y son del 15 al 19 de marzo. Los artistas falleros (que en Valencia es una profesión como otra cualquiera), construyen unos monumentos de madera y de cartón, normalmente figuras de famosos y políticos. El 19 de marzo se quema el monumento y con ello los valencianos queman todo aquello que quieren cambiar.

Espero verte pronto. ¡Feliz Navidad y Próspero Año Nuevo!

Dale recuerdos a tu familia y escribe pronto.

Un beso y un abrazo,

Tu amiga

¿Verdad o mentira?

1. El 24 de diciembre toda la familia se reúne en la casa de su madre. X M
2. A su abuela le gusta cantar. ✓ V
3. La pandareta y la zambomba son postres. X M
4. El año pasado pasaron las vacaciones de Navidad en la costa. X M
5. Fue la primera vez que Elena había esquiado. ✓ V
6. Las fallas tienen lugar en el verano. X M
7. Ser artista fallero es una profesión en Valencia. ✓ V
8. Normalmente hacen figuras de animales. X M

Corrige las frases falsas.

1. ~~Toda la familia se reúne en la casa de su abuela~~
3. ~~La pandareta y la zambomba son instrumentos~~
4. ~~El año pasado pasaron las vacaciones de Navidad a Sierra Nevada~~
6. ~~Las fallas tienen lugar en marzo~~
8. Normalmente hacen figuras de famosos y políticos.

## Summary and overall judgement

### Reading

Levels 5, 6 and 7 were considered and Level 6 was judged to be the best fit.

Tanya shows *understanding of a variety of texts containing a range of structures*, including letters, articles and some authentic material as part of the unit about festivals (a characteristic of Level 6). She has developed techniques for skimming and scanning and demonstrates this in both of the sample tasks, and is able to use *context, grammatical clues and cognates* to help her work out *the meaning of unfamiliar language* (a characteristic of Level 6). The letter about festivals is long and includes *some complex sentences* that Tanya copes with well; in this task she is starting to show some characteristics of Level 7. She can use *reference materials* and uses what she reads *to enhance her own productive language* (a characteristic of Level 6).

Reading

**Tom**

**Level 7**

Tom is a 14-year-old learner in Key Stage 3.

His teacher knows much more about Tom's performance than can be included here. However, this profile has been selected to illustrate characteristic features of Tom's work across a range of activities. Each example is accompanied by a brief commentary to provide a context and indicate particular qualities in the work.

Tom's teacher judges that his performance in Spanish for Reading is best described as Level 7.

## La moda

In a unit on fashion and music, Tom's class carries out this reading activity. They have already read articles from Spanish magazines for young people about these topics. The focus in this activity is on the imperfect tense and comparing the past with the present. The text is quite long and contains some more complex sentences as well as unfamiliar vocabulary. Tom completes the task in an ICT room and word-processes his responses. He carries out a 'find the Spanish' task using grammatical clues and context and then categorizes a number of sentences identifying the two tenses. Using the text as a basis, Tom works with a partner to construct survey questions in Spanish in the imperfect tense, to ask other pupils about what the pupils wore and did when they were younger. He writes his own article based on the results.

### La moda ¿Ha cambiado mucho en los últimos cuarenta años?

La moda de los años setenta trajo muchos cambios en las formas de vestir y vivir. Incluso se produjo un cambio muy importante en la música. En los años setenta por un parte las mujeres llevaban muchos vestidos cortos multicolores y los 'hotpants'. Por otra parte los hombres llevaban pantalones de campana, camisas multicolores con cuellos largos y los primeros botones del cuello desabrochado. También llevaban corbatas largas de colores vivos.

El maquillaje en los años setenta era muy pronunciado, con colores muy fuertes - como el azul, el verde, el amarillo, el anaranjado, etc.

A finales de los años setenta había nacido la imagen del punk. Llevaban camisetas rasgadas y chaquetas de cuero. Fue un movimiento londinense con diseñadores como Malcolm McLaren y Vivienne Westwood.

Hoy en día se encuentra una variedad de ropa muy amplia en las tiendas. Para las mujeres hay muchos vestidos cortos multicolores que se llevan con pantalones ceñidos o leggings. Para los hombres hay pantalones mi-cortos que se pueden llevar con una camiseta y zapatillas de deporte. Para dar una imagen más formal se llevan trajes con camisetas y corbatas. No obstante, no se llevan mucho las corbatas hoy en día, ellos prefieren la ropa informal.

- 1 un cambio muy importante
- 2 por un parte
- 3 por otra parte
- 4 con cuelllas largos
- 5 colores vivos
- 6 A finales de los años setenta
- 7 Hoy en día
- 8 la ropa informal

#### EN LOS AÑOS SESENTA

Llegaron a las tiendas muchos vestidos multicolores por primera vez  
Se llevaba maquillaje de colores muy vivos  
Se empezaron a llevar botas de cuero  
Los hombres llevaban camisas de colores vivos  
Se llevaban camisas con cuellos grandes

#### HOY EN DÍA

Se puede encontrar una gran variedad de ropa en las tiendas  
Llevan ropa más informal  
Llevan vestidos con pantalones



## El medio ambiente

Tom's class has been studying aspects of the environment and his teacher has given a small group of pupils this reading text on the tropical rainforests to work on so that they can include information about rainforests in their end of unit presentation. The text contains complex sentences and some unfamiliar vocabulary, although many of the new words are cognates. The first task is therefore to identify the cognates, which Tom does thoroughly. He then identifies structures which he will be able to reuse and finally words he needs to look up. With a partner Tom then researches, with guidance from his teacher, some authentic texts on the internet to find more information. He goes on to reuse much of the information in his own presentation about a range of environmental issues, covered in this unit of work.

### Año 9: el Medio Ambiente

**Instrucciones:** lee el artículo sobre las selvas tropicales y entonces haz las actividades abajo.

*Las selvas tropicales se encuentran en tres partes del mundo: en Asia, África y en América Latina. Más de la mitad se sitúan en América Central o América del sur. Se hallan principalmente en Brasil seguido por Colombia, Ecuador y Méjico.*

#### **¿Por qué son tan importantes las selvas tropicales?**

*Porque muchos animales, plantas y árboles tienen su hábitat natural allí, además de los tribus de indios indígenas que viven allí. Es más, muchas drogas y medicamentos provienen de las selvas y los "micro sistemas" de las selvas tienen un efecto importantísimo en el clima regional y probablemente en el clima global.*

#### **¿Por qué se están desapareciendo las selvas tropicales?**

*Pues, hay una gama de razones. Primero, la población se ha aumentado y sigue aumentándose – por eso la gente necesita más tierra y alimentos. Segundo, se ha tapado muchos árboles por su madera, que se puede vender para los muebles. Además, la tierra de las selvas contiene mucha riqueza natural (petróleo, minerales...) y a los propietarios de empresas les interesa más el dinero que el medio ambiente!*

**¡ Las selvas tropicales y los que viven allí están en peligro!**

### Actividad 1

Identifica por lo menos 15 palabras que parecen al inglés ("cognates")

- partes

- Central
- principalmente
- animales
- plantas
- hábitat
- natural
- importantísimo
- probablemente
- efecto
- clima
- necesita
- minerales
- propietarios.

*Indice* ✓

**Actividad 2**

Identifica 3 formas de decir "is/ are found" :

- Se hallan
- Se encuentran.
- Se sitúan

✓✓

**Actividad 3**

Identifica entre 5 y 7 palabras que NECESITAS buscar en el diccionario. ¿Cuánto te ayuda?

- ✓✓ Proviene
- ✓✓ mitad
- ✓✓ gama
- ✓✓ aumentado
- ✓✓ riqueza
- ✓✓ alimentos

## Summary and overall judgement

### Reading

Levels 6 and 7 were considered and Level 7 was judged to be the best fit.

Tom shows *understanding of a range of material, including longer texts* (a characteristic of Level 7). As well as the reading texts he works on in class and for homework, he has read authentic material from the internet on the environment, as well as magazine articles about music and fashion. In a different unit about young Spanish people and their relationship with their parents, he also worked on written dialogues about attitudes to going out which contained more colloquial Spanish. As well as more straightforward language, he is able to understand texts that *include some complex sentences and unfamiliar language*. He uses different *strategies to identify accurately the ideas and information* he needs (a characteristic of Level 7), such as finding cognates, using *reference materials*, cognates and grammatical cues. He is very confident in working out the meaning of unfamiliar language. He regularly uses what he reads as a *springboard to creative production* (a characteristic of Level 7).

## Attainment target 3: Writing French

### Jordan | Level 5

Jordan is a 14-year-old learner in Key Stage 3.

His teacher knows much more about Jordan's performance than can be included here. However, this profile has been selected to illustrate characteristic features of Jordan's work across a range of activities. Each example is accompanied by a brief commentary to provide a context and indicate particular qualities in the work.

Jordan's teacher judges that his performance in French for Writing is best described as Level 5.

### Londres

#### Londres

Le weekend je suis allé à Londres avec ma famille.

J'ai voyagé en train de Holyhead à Londres.

A Londres j'ai mangé dans les restaurants et j'ai mangé un steak frites. J'ai visité le Tour du London et le musée. C'était intéressant.

J'ai fait du shopping dans les grands magasins et j'ai acheté un jean et des souvenirs.

Ensuite je suis monté la 'London Eye'. La vue était splendide.

J'ai retourné à Holyhead en train Virgin. Je suis arrivé à ma maison à dix heures. C'était fatigant.

Jordan's class has been working on describing events in the past and using the perfect tense. For homework they have been asked to describe a trip or a visit that they have enjoyed, using as many different verbs as they could. They have previously learned some set phrases and structures in order to give their opinion about past events and also worked on linking words to make their writing more interesting. Jordan has chosen to write about a trip to London. He writes a short text in a familiar context but is able to vary his language. He is beginning to use some high-frequency words to link some of his sentences and he has included some opinion and description. There are mistakes in some of the verbs and there is occasional mother tongue interference when he doesn't know a word, but overall his meaning is very clear.

### **Martine aime faire le sport**

Jordan's class has been working on saying what sport they do and expressing opinions. In this context they have listened to a presentation given by the French assistant about different sports; which ones she did, and what she thought about them. This provided an excellent opportunity to engage with a French native speaker. Initially pupils made notes under the headings: 'Sport', 'Opinion', 'Autres détails'. They then summarise what she thought about some of the sports. Jordan writes successfully in the third person about Martine. He attempts to use different time frames, although not always successfully, and varies his language. The sentences are short, but there are occasional attempts to link them and he conveys a wide range of information about sport. There are mistakes in some of the structures, but his general spelling is mostly accurate and he communicates clearly.

#### **Martine aime faire le sport**

Elle aime jouer au rugby le samedi. Elle a joué avec l'équipe.  
Elle fait beaucoup de points samedi dernier. Elle adore le rugby.  
Elle adore jouer au basket avec son frère. Elle va jouer avec son frère.  
Elle adore tennis. Elle va jouer tennis à vacance. C'est sa passion.  
Elle n'aime pas badminton. A son avis, c'est très ennuyeux et trop fatigant Sa soeur super à badminton.  
Elle n'aime pas cricket parce que le sport anglais. A son avis c'est difficile.  
Elle fait du jogging. Elle a fait après college. Elle est super au jogging. C'est bien pour son corps.  
Elle déteste au gymnastique. A son avis, le gymnastique nul.  
Aussi, elle fait du karaté. Elle fait karaté avec ses amis. Elles font karaté le soir. Martine est ceinture noir.  
Finalement, le conseil de Martine, faire du sport, bien manger, bien travailler.

## Summary and overall judgement

### Writing

Levels 4, 5 and 6 were considered and Level 5 was judged to be the best fit.

Jordan has taken part in a range of writing activities in Year 9. He can vary his language, which is characteristic of Level 5, and can also use other tenses as in the account about his trip to London, although there are errors. Jordan is starting to make use of *high frequency words or phrases to support sentence building* (a characteristic of Level 5) and is also starting to produce some *slightly more extended writing* (a characteristic of Level 6). However, his sentences are usually simple and although his *spelling and punctuation of familiar language is generally accurate* (a characteristic of Level 5), there are errors in verbal and other structures, when he tries to express himself more at length. However in all his writing, Jordan's *meaning is usually clear*.

Josephine is a 14-year-old learner in Key Stage 3.

Her teacher knows much more about Josephine's performance than can be included here. However, this profile has been selected to illustrate characteristic features of Josephine's work across a range of activities. Each example is accompanied by a brief commentary to provide a context and indicate particular qualities in the work.

Josephine's teacher judges that her performance in French for Writing is best described as Level 6.

### **Je présente mon pays**

Josephine's class has prepared presentations and written articles about where they lived in the context of informing young French visitors and also comparing aspects of their own culture and surroundings with those in France. They have read brochures and leaflets about Wales and have looked at the VisitWales website in French. Pupils are able to reuse some of what they read in their own productive language. They discuss as a class the kinds of information they think are important and suggest structures and vocabulary for areas such as language, currency, religion, sport and school. Josephine writes her article about Wales using ICT, both to make it more attractive and to support drafting and checking her work before the final version. In her article, Josephine uses a variety of structures and adapts previously learned language such as describing the weather and giving opinions. In the last paragraph in particular, Josephine is starting to use some more complex language and write longer sentences. The article is a mostly accurate piece of more extended writing and Josephine conveys a lot of information very clearly.



### Je présente mon pays



**J'habite Machen dans le sud-est du pays de Galles et c'est près de Caerffili. La capitale du pays de Galles s'appelle Caerdydd. Caerdydd c'est une très grande ville animée mais le pays de Galles ce n'est pas un grand pays. Il y a aussi beaucoup de montagnes et moutons, surtout dans le sud-est ! Dans mon pays on parle gallois et anglais. Il y a aussi beaucoup de différentes nationalités.**

**En hiver, dans mon pays il pleut souvent et en été il fait beau et quelquefois il fait chaud aussi. A mon avis, je préfère l'été parce que on peut aller à la plage et nager dans la mer.**

**La monnaie du pays de galles s'appelle la livre sterling. L'hymne national est "Hen wlad fy nhadau" – c'est un hymne excellent et on le chante aux matchs de rugby en hiver. Un sport gallois typique est le rugby mais on joue aussi au foot. La religion principale dans mon pays est le christianisme mais aujourd'hui on a des religions différentes aussi, par exemple, les musulmans et les Sikhs à Caerdydd. Au pays de Galles on commence l'école primaire à l'âge de trois/quatre ans.**

## Bienvenue à Paris

Josephine's class has been learning about Paris in a unit of work based on a trip where their teacher and French assistant both accompanied A level students. This unit of work also focuses on revision of the perfect tense, using a range of verbs and writing in the third person. Initially the class looks at postcards, metro maps and photographs and notes some key vocabulary. Their teacher talks informally to them in French about what the group had seen and done. The class then listens to a presentation with visuals given by the French assistant and makes some notes under headings provided by the teacher about the trip. This provides an excellent opportunity to interact with a native speaker and learn about the capital of France. Using their notes, pupils write an account of the trip in the third person. Josephine provides a range of information and successfully adapts what she has heard to provide a coherent piece of writing. She attempts to use paragraphs and adapts previously learned language and uses a variety of structures. Although she uses some linking words, the language of her account is still quite simple and the sentences are mostly quite short. There are errors in her use of the possessive adjective, which she does not correctly adapt to the third person. However, overall the meaning is very clear.



## Bienvenue à Paris

D'abord elle a voyagé en car et en bateau, en plus elle a pris le métro.

Elle a visité la tour eiffel, Elle est montée au sommet. C'était effrayant, la vue était magnifique. Elle a visité la Cathédrale de Notre Dame. Il y avait les grandes fenêtres.

Le lundi elle a été au Moulin Rouge. C'est un restaurant et un bar aussi elle a mangé et après elle a dansé. Elle a été au sacré coeur, c'est une église. Elle a acheté les cartes postales. Elle a visité le Louvre avec mon prof. C'était ennuyeux, elle a vu la Joconde. Elle a visité Disneyland donc elle a vu Mickey Mouse puis elle est allée aux magasins. Elle a acheté un T-shirt pour mon frère. Elle a parlé en français. Elle a été au café avec Madame Feely elle a bu café. C'était très relaxant au parc ensuite elle a mangé un pique-nique avec mes amis.

## L'alcool

In a unit of work linked to personal and social education (PSE), Josephine's class adapts language and structures they know to discuss the problems of drugs, alcohol and smoking for young people. They research some key vocabulary and structures from reading texts to reuse in their own speaking and writing. Through preparatory oral work on the issues, pupils build up a class list of reasons why young people take drugs, drink and smoke. They also suggest how to say what the solutions might be and what they think about it themselves. For homework they are able to choose one of the issues to focus on and are asked to produce a paragraph for a magazine article. They refer to their notes and classwork, as well as a dictionary, to prepare their paragraph. Josephine chooses to write about alcohol problems. She writes a well-structured paragraph, adapting previously learned language and using a variety of structures. She successfully reuses some of the key structures and vocabulary and structures her ideas. Her writing is accurate.

### **Écrivez un paragraphe sur les problèmes de l'alcool**

L'alcool est un grand problème pour les jeunes au pays de Galles. On ne peut pas boire de l'alcool avant l'âge de 18 ans mais beaucoup de jeunes aiment boire de l'alcool – surtout, de la bière.

Moi, je ne bois pas de l'alcool mais mes amis aiment boire le week-end et le soir après l'école. Mes amis aiment boire parce qu'il n'y a pas beaucoup de choses à faire. Dans ma ville il n'y a pas de cinéma et il n'y a pas club de jeunes.

Aussi, je pense que mes amis aiment boire parce qu'ils sont stressés. On peut acheter de l'alcool dans des magasins et des garages – ils ne sont pas assez stricts!

A mon avis, le gouvernement devrait aider les jeunes, par exemple, on peut punir les propriétaires des magasins. Il faut avoir plus de choses à faire – plus de clubs de jeunes et de cybercafés! L'alcool peut provoquer des maladies aussi et il faut aider les jeunes qui boivent trop!



## Summary and overall judgement

### Writing

Levels 5, 6 and 7 were considered and Level 6 was judged to be the best fit.

Josephine has taken part in a range of writing activities in Year 9. She has produced *different types of text, including some more extended writing* and can *sometimes use paragraphs to structure* what she writes (a characteristic of Level 6). In all the examples of her work, she can *adapt previously learnt language and use a variety of structures* (a characteristic of Level 6). She is able to use different tenses and can convey a wide range of information. Although there are some errors her meaning is always clear. In the paragraph on alcohol and young people, the way she can *structure her ideas* and has started to use some *more complex language* is beginning to show characteristics of Level 7.

## Attainment target 3: Writing

### German

#### **Penny** | Level 4

Penny is a 14-year-old learner in Key Stage 3.

Her teacher knows much more about Penny's performance than can be included here. However, this profile has been selected to illustrate characteristic features of Penny's work across a range of activities. Each example is accompanied by a brief commentary to provide a context and indicate particular qualities in the work.

Penny's teacher judges that her performance in German for Writing is best described as Level 4.

#### **Beschreibungen**

Penny's class revisits personal description in the context of famous people and where they lived. Penny prepares a short description in class of where she lived, following a model. The class is then asked to find out information about a famous person and to write a similar piece imagining they were that famous person. In the lesson they read out their descriptions for other pupils to guess who they were. They then use ICT to type up their descriptions and to check for and correct any errors. Penny produces two short texts. She uses familiar language as well as adapted sentences from the model she has been given, substituting words and phrases. She is starting to vary her language, and although there are errors the meaning is clear.

##### **Ich**

**Ich heisse Penny. Ich bin 14 Jahre alt. Ich wohne in Cardiff. Cardiff ist eine grosse Stadt in Südwales. Ich wohne in einem Dopplehaus seit funf Jahre. Ich wohne in einem Vorort. Mein Haus ist ziemlich modern und gross.**

##### **Wayne**

**Ich bin 20 Jahre alt. Ich bin Englisch und ich bin in Cardiff geboren. Meine Eltern heisse Mr Rooney und Mrs Rooney. Ich habe 16 Jahre lang in Everton gewohnt. Ich wohne seit funf Jahre in Manchester.**

## Cardiff

Was können Teenager in Cardiff machen?  
Es gibt viele Dinge in Cardiff zu machen.  
Mit dem Man kann eine Busreise um die  
Stadt sehen. In der Stadtmitt<sup>er</sup>e gibt es ein  
Schloss. Cardiff hat auch einen Markt,  
Techniquest, Millennium Stadium und dem  
Museum. Man kann hier sehr gut  
einkaufen und es gibt viele Geschäfte. Man  
kann ins Kino gehen. Cardiff ist fantastisch.  
Ich wohne gern hier!

As part of a unit on describing Cardiff, Penny works in a group to produce a leaflet. Each member of the group has to write a section and Penny writes a paragraph describing what there is for young people to do. This is the end product of work on describing places and pupils have access to their exercise books, textbooks and a dictionary. Penny writes a short text and with support is starting to vary her language. Although there are frequent errors in spelling and the use of capital letters, overall her communication is clear.

## Fit bleiben



- ❖ Ich trinke Wasser weil ich fit bleiben will
- ❖ Ich esse manchmal Pommes weil es dich macht
- ❖ Ich esse Obst jeden Tag
- ❖ Ich esse jede Woche Gemüse
- ❖ Ich esse nicht zuviel Bonbons
- ❖ Ich spiele jede Woche Fussball
- ❖ Ich fahre zur Schule mit dem Rad



Penny's class has been studying a unit in German linked to PSE about healthy living. The language learning focuses on time expressions, practicing 'weil' clauses and expanding the range of verbs pupils could use. For homework, the class is asked to produce a poster to describe what they do to keep fit. Penny uses ICT to enhance her writing and give information about what she eats and what activities she does. She correctly adapts the sentences using 'weil' and includes different verbs in her poster. There are errors, but the language is clear and she makes herself understood.

## Summary and overall judgement

### Writing

Levels 3, 4 and 5 were considered and Level 4 was judged to be the best fit.

Penny has produced a range of different kinds of *short simple texts made up of familiar language*, which is characteristic of Level 4. She is able in a number of instances (such as in the description of Cardiff and the fitness poster) to use her *knowledge of language to adapt a model by substituting words and phrases* (a characteristic of Level 4). She is starting to *vary her language* (a characteristic of Level 5), but she requires a high level of support to do this and she makes a number of spelling and punctuation errors. Overall however, her writing communicates clearly.

Hazel is a 13-year-old learner in Key Stage 3.

Her teacher knows much more about Hazel's performance than can be included here. However, this profile has been selected to illustrate characteristic features of Hazel's work across a range of activities. Each example is accompanied by a brief commentary to provide a context and indicate particular qualities in the work.

Hazel's teacher judges that her performance in German for Writing is best described as Level 6.

### Interview mit Heidi Klum

Hazel's class works in pairs to produce interviews of famous German people for a magazine. Prior to the interviews, pupils research some information about their chosen person and Hazel chooses Heidi Klum. Pupils prepare questions to ask their partner over a range of contexts and for homework they are asked to write up an interview. The interview is quite extended and Hazel uses a variety of structures including subordinate clauses and different tenses. Hazel adapts previously learned language from a range of contexts (including the environment, food and hobbies) to make her interview interesting. She occasionally produces longer sentences and more complex language.

#### Interview mit Heidi Klum

Ich mache ein Interview mit Heidi Klum. Im April 1992 hat sie den Modelwettbewerb in Deutschland gewonnen. Sie ist sehr bekannt.

#### **Guten Tag Heidi. Ich habe einige Fragen**

❖ Guten Tag Hazel!

#### **Was für eine Person sind Sie?**

❖ Ich bin freundlich und glücklich.

#### **Was sind deine Hobbys?**

❖ Meine Hobbys sind Fussball und Fernsehen. Ich sehe oft fern und gehe gern ins Kino. Mein Lieblingsfilm heisst Shrek, weil es lustig ist.

#### **Was ist dein Lieblingsessen?**

❖ Normalerweise esse ich gern Salat und Hähnchen, aber ich liebe Schokolade! Gestern habe ich Schokoladekuchen gegessen. Lecker!

#### **Wohin würden Sie gern verreisen?**

❖ Ich würde gern nach Wales fahren, weil man viel unternehmen kann und es schön ist. Die Hauptstadt heisst Cardiff. Sie ist eine historische Universitätsstadt.

#### **Sind Sie umweltfreundlich?**

❖ Ich bin sehr umweltfreundlich. Jeden Tag dusche ich mich um Wasser zu sparen. Ich recycle Glas, Papier und Plastik.

**Danke schön Heidi. Das war sehr interessant.**

## Meine Schule

In the context of school, Hazel's class completes a listening activity where pupils note down the details of the German school day and other information given by young German school students. Using this information, pupils take part in oral work where they discuss some of the main differences between their own school and the system in Germany. They are then asked to write a detailed description of their own school using previously learned language, and to make simple comparisons with German schools. Hazel produces an extended piece of writing containing a variety of structures and a wide range of opinions. Although the sentences are mostly quite short, she does use some subordinate clauses. There are some mistakes; however, Hazel's meaning is clear and she communicates a lot of detailed information. The comparison with German schools enhances her knowledge about Germany and the lives of young German people.



Klasserarbeit

den 20 November

Meine Schule.

Ich gehe auf eine Gesamtschule und es gibt tausendsiebenhundert Schüler im Alter von elf bis achtzehn Jahren. Die Schule beginnt um fünf vor neun. Ich fahre mit dem Bus zur Schule. Die Schule ist um halb vier aus. Für die Schule tragen wir ein weißes Hemd, eine schwarze Hose, einen roten und schwarzen schlips und einen schwarzen Polli. Ich trage nicht gern die Uniform weil es altmodisch ist. Mein Lieblingsfach ist Deutsch, weil es toll ist. Ich mache Geschichte nicht gern, weil ich es nicht leiden kann. Ich komme nicht gern Schule, weil wir zu viele Hausaufgaben haben.

Die Mittagspause ist um halb eins. Ich esse in der Kantine. Um eins uhr spiele ich fußball mit meinem freundin. Es macht spass! Ich finde das deutsche Schulsystem besser. In Deutschland tragen sie keine Uniform. Das finde ich toll, weil ich mode liebe. Die deutsche Schule beginnt um 8 uhr und ist viertal nach eins aus. Der schultag ist kürzer als in Wales. Ich finde das besser.

## Mein Tagebuch

Both during a visit to Germany and afterwards, pupils have completed written work in the form of a diary. The diary focuses on using the perfect tense and adapting previously learned language such as weather and opinions. Pupils then use a lesson in the computer room to redraft the work they produced during the trip to improve its accuracy and to create a final version for a display about the trip. Hazel produces a piece of extended writing in the past tense. She expresses opinions and uses a variety of structures, although most of the sentences are quite short. She uses paragraphs effectively to structure the diary. There are few mistakes, the meaning is clear and she communicates a wide range of information about her trip.

# Mein Tagebuch



Letzte Woche bin ich mit meiner Schule nach Deutschland gefahren. wir sind mit dem Bus gefahren. Ich habe Musik gehört. Es war langweilig.

Wir haben in einem Hotel in Cochem gewohnt. Es war klein.

Am Montag habe ich mit meinem Freund einen Stadtbummel gemacht. Ich habe Andenken gekauft. Um 2 Uhr habe ich in Mcdonalds gegessen. Ich habe Cola getrunken und Pommes gegessen. Am Abend bin ich geschwommen. Es hat Spaß gemacht!

Am Dienstag bin ich mit meiner Klasse nach Köln gefahren. Ich habe den Dom gesehen. Es war sehr sehr groß und schön.

Später habe ich das Schokolademuseum besucht. Es war sehr interessant. Ich habe Schokolade gekauft. Es war billig.

Am Mittwoch sind wir nach Phantasialand gefahren, Es war fantastisch. Ich bin mit der Achtenbahn gereist. Das Wetter war sonnig.

Mein Besuch nach Deutschland war echt toll!!!

## Summary and overall judgement

### Writing

Levels 5, 6 and 7 were considered and Level 6 was judged to be the best fit.

Hazel has produced *different types of texts including some more extended writing*. She has written articles and dialogues in the examples of work and has used a *variety of structures* including different tenses. She has developed her intercultural understanding through the tasks and communicated a range of information about Germany. In her diary and the school task, she is starting to *use paragraphs to structure* what she writes and in all three tasks she *adapts previously learnt language* from a variety of contexts (a characteristic of Level 6). In the diary task she can also *redraft* her *writing to improve its accuracy*. Although she occasionally uses more complex language, her sentences are mostly straightforward and contain familiar language. Hazel writes accurately and her communication is always very clear.

Alex is a 14-year-old learner in Key Stage 3.

His teacher knows much more about Alex's performance than can be included here. However, this profile has been selected to illustrate characteristic features of Alex's work across a range of activities. Each example is accompanied by a brief commentary to provide a context and indicate particular qualities in the work.

Alex's teacher judges that his performance in German for Writing is best described as Level 7.

### Wie hilfst du im Haushalt?

Alex's class extends the context of family to discuss who does what around the house and how much they help. They carry out a survey to establish who does what and to practice the key structures and then write up what they and their family do in more detail. In his description, Alex structures his ideas using some more complex language and includes a wide variety of structures. He makes good use of the dictionary to check his work and to look up less-common vocabulary. The writing is accurate overall, although there are some minor errors.

#### Wie hilfst du im Haushalt?

Ich helfe oft im Haushalt. Ich finde das unfair. Ich muss jeden Tag mein Bett machen. Es ist blöd. Immer wasche ich das Auto und arbeite im Garten. Wenn das Wetter schrecklich ist, denn ist es furchtbar. Meine Schwester und mein Bruder sitzen im Wohnzimmer und sehen fern!

Ab und zu saugt mein Vater staub. Er findet das blöd. Jeden Tag deckt meine Mutter die Tisch im Esszimmer und kocht. Manchmal macht mein Bruder sein Bett aber er findet das schwierig! Immer macht meine Schwester das Badezimmer sauber. Sie macht die moderne Badewanne und die leistungsfähige Dusche sauber.

Ich mag gern einkaufen, aber Mutti mag auch gern einkaufen. Wir kaufen bei Tesco ein, weil es im Stadtzentrum und praktisch ist.

Letzte Woche habe ich viel im Haushalt geholfen! Sonntag habe ich das Auto gewaschen, weil es schmutzig war. Letzen Montag habe ich mein Zimmer aufgeräumt, weil meine Eltern gearbeitet haben. Mittwoch habe ich abgewaschen und abgetrocknet und letzten Sonntag habe ich im Garten gearbeitet. Es war blöd, weil es windig war und geregnet hat.

Alles im allem helfe ich aber gern und meine Mutter ist dankbar, weil ich sie helfe.

## **Meine Stadt und Cochem, Deutschland**

Towards the end of Year 9, Alex's class is allowed to choose a topic or combination of contexts that they have covered for an extended oral or written presentation. Alex decides to create a written presentation using ICT about his own town and the town of Cochem where he has been on a trip the previous year. He drafts the presentation first and then structures the slides and adds illustrations.

He produces a lengthy piece of writing containing a very wide range of information, drawing on different contexts. His descriptions contain some complex language including longer sentences, varied use of subordination and different tenses. His writing is accurate, well structured and he has edited it to improve the accuracy.

# Meine Stadt

## Cilcain

Ich wohne in Cilcain in Nordostwales. Ich wohne hier seit acht Jahren. Es ist ein schönes altes und kleines Dorf.



## Cilcain

In Cilcain gibt es eine kleine Kirche, einen neuen Park, eine alte Kneipe, eine Grundschule und eine beliebte Post.



## Cilcain

In Cilcain gibt es viele Sportmöglichkeiten. Man kann radfahren, joggen, Fußball spielen und reiten. Letztes Wochenende bin ich mit meinem Vater radgefahren. Es hat geregnet, aber es hat mir sehr gut gefallen.



## Cilcain

Ich wohne hier sehr gern, weil es ziemlich ruhig und sehr schön ist.



## Mold

Cilcain liegt in der Nähe von Mold. Sie ist eine alte Marktstadt.



## Mold

In Mold gibt es viele Geschäfte, eine walisische Gesamtschule, eine englische Gesamtschule, ein kleines Kino, ein berühmtes Theater und eine alte Kirche, die St Mary's Kirche heißt.



## Mold

Man kann tanzen, in der Bibliothek lesen oder mit dem Computer arbeiten, und einkaufen. Wir haben ein großes modernes Freizeitzentrum, wo man schwimmen und Sport treiben kann.



## Mold

Letzten Samstag habe ich mit meinem Bruder geschwommen. Es war Klasse.



## Cochem Deutschland

## Cochem

Letztes Jahr bin ich mit meiner Schule nach Deutschland gefahren. Wir sind in einem Hotel in Cochem geblieben. Cochem liegt in Nordwestdeutschland. Sie ist eine Touristenstadt.



## Cochem

In Cochem gibt es einen schönen Marktplatz, ein tolles Schwimmbad, ein altes Schloß, ein Museum und viele Cafés. Es gibt einen Fluss, der die Mosel heißt.



## Cochem

Am ersten Tag bin ich Schwimmen gegangen. Es ist mein Lieblingssport. Ich habe das Schloß besucht und bin mit der Sesselbahn gefahren. Es war spannend.



## Cochem

Am zweiten Tag habe ich einen Stadtbummel gemacht. Ich habe einen Kuli für meine Schwester gekauft. Es war sonnig. Später haben wir eine Bootsfahrt gemacht. Es war klasse!



## Deutschland

Nächstes Jahr werde ich noch einmal Deutschland besuchen. Ich werde Berlin besuchen, weil die Sehenswürdigkeiten wunderbar sind. In Berlin kann man viel unternehmen! Ich liebe Deutschland!!



## Summary and overall judgement

### Writing

Levels 6 and 7 were considered and Level 7 was judged to be the best fit.

Alex can *produce texts for different purposes* including articles and presentations as shown in the samples of work (a characteristic of Level 7). He has also created dialogues, interviews and letters. His writing *sometimes contains more complex language* (a characteristic of Level 7) including longer sentences, subordinate clauses and different tenses and time frames. In the end of year presentation about his town and his trip to Germany, he has drawn *on a variety of previously learnt language and structures*. He is able to *structure his ideas* in paragraphs or in slides for the presentation and *adapt his language to use in different contexts*.



## Attainment target 3: Writing Spanish

### Karl | Level 5

Karl is a 13-year-old learner in Key Stage 3.

His teacher knows much more about Karl's performance than can be included here. However, this profile has been selected to illustrate characteristic features of Karl's work across a range of activities. Each example is accompanied by a brief commentary to provide a context and indicate particular qualities in the work.

Karl's teacher judges that his performance in Spanish for Writing is best described as Level 5.

### La Navidad



Normalmente Celebro la Navidad con mis amigos y con mi familia es i ifantástico!

Enviamos tarjetas al fin de Noviembre y al principio de diciembre. El 15 diciembre compramos muchos regalos, también adornamos un pino y la casa, nos gusta adornar.

Adornamos un pino es divertido. A veces montamos un belén es divertido. El día de navidad, a veces voy a misa con mis amigos y a veces con mi familia y entonces damos regalos. Después comemos. Me gusta mucho el chocolate y pudín de navidad.

La navidad pasado celebre la navidad con mis amigos y mi familia <sup>fue</sup> ~~es~~ muy ifantástico! Enviamos tarjetas al fin de noviembre y al principio de diciembre. El 15 diciembre compramos muchos regalos, también adornamos un pino y la casa, nos gusta adornar. Montamos un belén y canté, fue divertido. El día de navidad, fuimos a misa con mis amigos y con mi familia. Recibí muchos regalos. Después comamos mucho. Me gustó pudín de navidad.

In the context of a unit of work about festivals and celebrations in Spain, Karl's class has written an account of how they celebrate different occasions at home. Karl has chosen to write about Christmas. He writes about what he normally does with his family and then writes about what he did last year. The model using the present and then the preterite tenses has been given by the teacher and the class has discussed what they might include in their account. The context is familiar and Karl gives a lot of information and detail. He uses some linking words to sequence his writing and varies the structures he uses. He uses paragraphs in this longer text to structure his writing. In the second paragraph he makes some errors in the verbs which his teacher corrects. The spelling and punctuation is generally accurate.

### La rutina diario

At the end of a unit covering daily routine and eating customs in the UK and in Spain, under test conditions Karl produces a short text about himself. He expresses opinions about food and sports and describes what he eats and when. He is also able to make a comparison between what he eats and what people eat in Spain. Karl varies his language, although the sentences are short and quite simple. There are mistakes, but his spelling is mostly correct.

.Vivo en una casa en el sur de Cardiff en Gales .Vivo con mis Padres y mi hermano Jonathan. Me gusta mucho jugar al futbol y me gusta hacer la baloncesto los fines de semana. Odio el tenis. Me gusta mucho el salon por ejemplo el chile con corne. No me gustan los pescado y marisco. Normalmente desayuno a las siete y media en el salon. Desayuno pan y cereales. A mediodia como en instituto con mis amigos. Como un chocolate y pattas frittas. Meriendo en mi casa a las cinco y media y ceno con mi familia a las nuevede la tarde. Pienso que en espana se come mas fruta que en Gran Britana.

### La poesia

To encourage pupils to experiment with and be creative with language, Karl's class spend two lessons on the theme of 'La poesia'. They revisit the context of free-time activities and young people, and pupils adapt the language they have learned to create acrostic poems. They draft the poems using previously learned language and rewrite them for a display. Karl writes a 16-line poem that highlights the words 'la cultura juvenil'. He produces a range of information in the poem and within the poem he varies the verbs he uses. The spelling and punctuation in the poem is generally accurate. He uses the language he knows creatively and for a different purpose.



## Summary and overall judgement

### Writing

Levels 4, 5 and 6 were considered and Level 5 was judged to be the best fit.

Karl has produced *simple different texts, creative and factual, in familiar contexts*, including articles, letters, dialogues and poems (a characteristic of Level 5). He varies his language and can describe past and present events and can use language creatively. Although there are *mistakes, spelling and punctuation of familiar language is generally accurate* (a characteristic of Level 5) and he makes few mistakes in the sample tasks. In the description of his Christmas, he is starting to use *high frequency words to support sentence building*, and is using paragraphs and beginning to link sentences to sequence his writing.

Writing

## Chelsea

Level 6

Chelsea is a 13-year-old learner in Key Stage 3.

Her teacher knows much more about Chelsea's performance than can be included here. However, this profile has been selected to illustrate characteristic features of Chelsea's work across a range of activities. Each example is accompanied by a brief commentary to provide a context and indicate particular qualities in the work.

Chelsea's teacher judges that her performance in Spanish for Writing is best described as Level 6.

### Kylie ¿Qué hiciste el fin de semana pasada?

Towards the end of a unit on focusing on the preterite tense, pupils in Chelsea's class are asked to imagine that they are a famous person and to write an article for a magazine about what they did last weekend. They use their exercise books and a dictionary to support this more creative piece of writing. Chelsea produces a quite extended article in the role of Kylie covering what she eats, what she does and who she spent the weekend with. The article is well structured and she uses paragraphs effectively. The article contains the preterite tense of a range of verbs and persons as well as a variety of other structures. She links sentences with time phrases and sometimes writes longer more complex sentences. There are mistakes, but overall the meaning is very clear.

Kylie, ¿Que hiciste el fin  
de semana pasado?

Vamos a ver... el viernes por la noche <sup>coné</sup> comí en un restaurante chino y la comida fue deliciosa y el servicio fue genial. Volví a casa a eso de las diez y me acosté a las once.

El sábado por la mañana me levanté a las once y media y miré mi programa favorito en la televisión, 'CD:UK'. Es un programa de música moderna. Después, a las dos, comí el almuerzo con mi hermana, Daniél y charlamos mucho porque me llevo super bien con ella. A las cuatro, fuimos de compras en el centro de Londres. A las cinco compré pantalones nuevos y bebí un café con leche en una cafetería. Me lo pasé fenomenal.

Más tarde, es decir, después, a las ocho, volví a casa y cené un plato de pollo con ensalada. Tomamos un vaso de naranjada y ~~comí~~ <sup>comí</sup> pastel, tomé un poco de tarta de fambuesa, porque es mi fruta favorita. ¡Fue deliciosa! Me acosté a las once porque ~~estube~~ <sup>estuve</sup> muy cansada.

El domingo por la mañana, Tuve que levantarme temprano para practicar mi nueva canción con mi grupo musical. luego jugué al tenis con mi amigo, Elton. El partido fue muy divertido porque es muy gracioso y no juega muy bien.

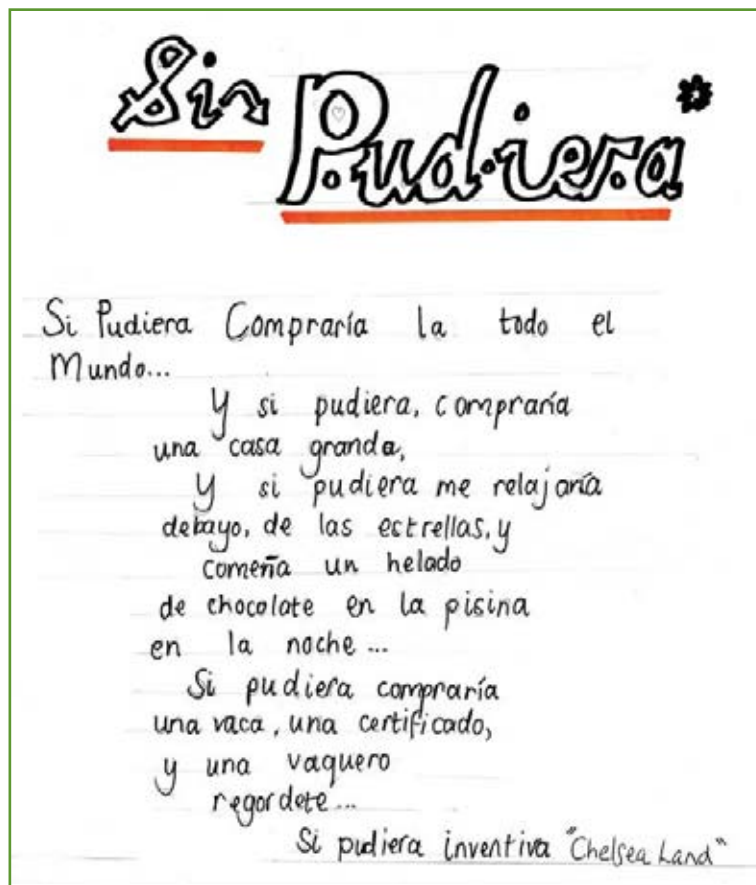
## Los zoos

Chelsea's class has completed a reading activity for homework about zoos, adapted from an authentic magazine article. For homework pupils are asked to produce their own short text based on the article. Chelsea drafts her text in rough and then types up the final version in the computer room. She adapts previously learned language and uses a dictionary to produce this short piece of writing. She successfully communicates the pros and cons of zoos and her own experience. She uses a variety of structures and although there are mistakes she communicates clearly.

**¡Hola!**  
**Me llamo Chelsea.**  
**En contra de los zoos, no me gustan los zoos porque los animals son como los esclavos . No me gustan los zoos donde los animals viven en condiciones malas, pero no todos los zoos tienen animales en condiciones malas. Los zoos no pueden ser divertisos para los animales y los animales no estan aquí en la tierra para divertirnos.**  
**Sin embargo mucho gente no puede visitar a otros países para ver a los animales en su habitat natural. No todos los zoos son males porque siempre tienen mucho espacio propio.**  
**Fui al Zoo la semana pasada . Fui en coche con mi familia y mis amigos. Ví a muchos animales. Me gustó sobre todo los leones.**

## Si pudiera

Pupils are shown the new construction '*Si tuviera el dinero . . . /Si pudiera . . .*' and a list of verbs in the conditional form. They work in groups to work out the language rule and its use, using previous knowledge about language and vocabulary. Using dictionaries and language from the context '*la cultura juvenil*' pupils create poems incorporating the new structure. Pupils draft their poems and then produce a final version for display. Chelsea uses language creatively to write the poem, and although because of the task the structures are less varied, she adapts previously learned language for this creative context. There are mistakes, but what she wants to say is clear. When the class completes their poems they read one another's and discuss what was good and how they could be improved.



## Summary and overall judgement

### Writing

Levels 5, 6 and 7 were considered and Level 6 was judged to be the best fit.

Chelsea has produced *different types of texts including some more extended writing* (a characteristic of Level 6). These have included articles, letters, poems and dialogues. Chelsea's writing covers different contexts and contains a *variety of structures*. Although she sometimes produces longer sentences, her writing does not yet include many examples of more complex language. She successfully uses *paragraphs to structure* what she writes and can *adapt previously learnt language* (a characteristic of Level 6). In her poem Chelsea has used language creatively and independently. Although she makes mistakes when the tasks are less structured, the *meaning is usually clear*. She is able to *evaluate and sometimes redraft* what she writes to *improve its accuracy* (a characteristic of Level 6).

Writing

**Huw**

**Level 7**

Huw is a 14-year-old learner in Key Stage 3.

His teacher knows much more about Huw's performance than can be included here. However, this profile has been selected to illustrate characteristic features of Huw's work across a range of activities. Each example is accompanied by a brief commentary to provide a context and indicate particular qualities in the work.

Huw's teacher judges that his performance in Spanish for Writing is best described as Level 7.

### **Debate sobre el deporte**

In the context of healthy living, at the end of a unit, pupils in Huw's class are asked to choose an aspect they want to write an article about and to include their points of view about the issues. Huw chooses sport because it is not something he enjoys, although he recognises the benefits. He discusses what he could include and how he might structure his writing with his teacher. Huw produces a discursive piece of writing expressing different points of view, reusing the language he has learned in this unit. He produces the writing independently with access to his previous work and a dictionary. Huw expresses his ideas clearly and uses some more complex language, including a range of phrases to help structure what he wants to say. His writing is generally accurate, although there are some errors.



## Debate sobre el deporte

### ¿Es una pérdida del tiempo?

- ✓ En mi opinión, el deporte es aburrido sin embargo en muy bien para la salud. El deporte a la vez bueno y malo. En el año 10, tengo que continuar con el deporte porque es obligatorio.
- ✓ Primero, el deporte es sociable y competitivo. Para mucha gente es divertido y muy fácil pero ¡no para mí! También, los deportes de equipo son entretenido para alguno gente. Te dan más confianza y te mantienn en forma porque es ejercicio cardiovascular. Gracias el deporte se puede hacer amigos.
- ✓ Sin embargo en mi opinión es se toma demasiado en serio algunos los deportes de equipo. Pueden ser violentos y peligrosos y pueden rsulten en accidentes, heridos y peleas. ¡Además el deporte es cansado!
- ✓ Odio casi todos los deportes excepto el tenis pero no hay canchas de tenis en mi colegio, por eso en el año 10 no voy a tener la oportunidad jugar al tenis
- ✓ A mi modo de ver el tenis es genial y emocionante pero ¡no me gusta nada el fútbol porque es aburrido y difícil!

## ¿Dónde te gustaría vivir si pudieras?

In a unit of work which focuses on the use of the conditional, a group of pupils in Huw's class research a city in Spain to describe where they would like to live. They also complete a listening activity, listening to a young Spanish woman talk about her ideal place to live and identifying some of the language they could reuse in their own work. Huw chooses Barcelona and makes some notes about the city from reading authentic material such as leaflets and brochures, as well as some research on the internet. He successfully structures the piece of writing to describe where he would like to live, using some of the structures from the listening activity. He also describes features of Barcelona he has found out about from his reading. He uses a range of vocabulary and structures, including complex language. He structures his ideas and adapts some previously learned descriptive language in a different context. His writing does contain a number of errors, highlighted by his teacher, but he communicates his ideas very clearly.

### ¿Dónde te gustaría vivir si pudieras?

✓ Si pudiera, viviría en Barcelona porque me encanta - es animada y bonita. Está en la costa en el noroeste de España y cerca de Francia. Tiene mucha que hacer para los jóvenes, por ejemplo el estadio Olímpico, muchas playas, una monton de bares y cines. Tiene una vida nocturna genial ¡pero puede ser demasiado ruidoso a veces!

✓ En mi ciudad ideal habría una gran gama de tiendas y restaurantes, porque me encanta comer e ir de compras. ✓  
✓ Barcelona tiene una gastronomía fenomenal. Además, mi ciudad ideal ofrecería mucho cultura y en Barcelona hay muchos museos, galerías de arte y barrios bonitos por ejemplo el barrio Gótico y tiene la Catedral "la Sagrada Familia" también.

✓ Barcelona es ideal porque en verano se puede hacer surfing o jugar al voleibol en las playa y en invierno podría esquiar en las montañas.

✓ En mi ciudad no se debería tirar basura porque se debe proteger el medio ambiente y Barcelona es una ciudad muy limpia - ¡así creo que a mi juicio es perfecto!

## Summary and overall judgement

### Writing

Levels 6, 7 and 8 were considered and Level 8 was judged to be the best fit.

In the samples of work, Huw has produced two texts *containing more complex language* (a characteristic of Level 7). During the course of Year 9 he has also written a presentation on the environment using ICT, scripted drama activities and produced some creative writing including poems and songs. He *draws on a variety of previously learnt language and structures to vary his writing* (a characteristic of Level 7). He is able to structure his ideas in a range of texts, including discursive pieces, with some support from his teacher. His *range of vocabulary and structures* is starting to show characteristics of Level 8; however, he sometimes makes some basic errors in spelling and grammar.



*Section*

# 4

Using the non-statutory framework at  
Key Stage 2

## Introduction

This section focuses on how the non-statutory framework for modern foreign languages can be delivered in Key Stage 2.

The guidance and exemplification show a range of contexts and activities through which learners can develop their language skills in Key Stage 2. They also show how learning a modern foreign language in Key Stage 2 can support skills and learning across the curriculum.


### Key features of the framework

- The framework is flexible and supports schools already delivering a modern foreign language in Key Stage 2 and those who are planning to.
- It does not assume an amount of curriculum time and can be used with any year groups.
- The framework reflects the skills for English and Welsh and supports oracy and literacy across the curriculum as well as language learning skills.
- There are a range of opportunities to link modern foreign languages with other areas of the curriculum.
- The Skills (Oracy, Reading and Writing) and Range (intercultural understanding, language learning strategies, and activities and contexts) are the same as for Key Stage 3 and support transition as well as laying the foundation for future language learning.

### Developing learners' language skills

#### Oracy

The main focus of modern foreign languages in Key Stage 2 is likely to be on oracy and your planning can ensure that learners will have opportunities to speak and listen to the new language in a range of enjoyable contexts and activities. They can quickly learn to speak with good pronunciation and intonation through communicating with you and other learners. This can be achieved through repetition of key structures in a fun way, through games, songs and rhymes. Learners will become more confident and will be able to use new structures and language more independently, taking part in simple conversations, drama activities and dialogues.



Providing opportunities to listen and respond to stories will develop their listening skills and support their own spoken language. Physical activities and actions to support their oracy skills help consolidate new language and make language learning fun.

### **Reading**

Planning opportunities for learners to read words and structures they have heard and spoken can consolidate their language acquisition. Learning how to make the link between what they hear and see is vital. Learning pronunciation patterns and sound–spelling links, as well as the alphabet in the new language can be made fun and ensure learners pronounce new and learned language correctly. It also enables learners to read aloud familiar language in both short texts and their own written language. Activities can include reading and responding to written language (for example matching pictures to individual words, phrases and sentences) and showing comprehension of short familiar texts and stories. Reading skills can be developed through whole class activities. These might include: reading a big book together; reading and responding to text on the interactive whiteboard; following the words to a song together. Learners can use text to identify language features such as gender, pronouns, verbs, words or features which are similar to English and Welsh, as well as for comprehension and reading aloud. Learning how to use glossaries and dictionaries also supports their independence and is a skill they will already have developed through their learning of English and Welsh.

### **Writing**

When planning writing activities in the modern foreign language you may link these to reading tasks. For example, in matching activities learners can learn to copy words, phrases and sentences correctly. They can label pictures, maps and design posters. You can also plan opportunities for learners to write for displays, to make signs and notices around the school, to use ICT and to use language creatively through short texts, presentations using ICT, simple poems and through scripting simple sketches or conversations to perform.

## **Implementing the Range**

### **Intercultural understanding**

Opportunities for learners to learn about other people and communities and compare them with their own experience should be embedded in language learning from the beginning. Learning a new language can raise awareness of the countries and communities of the language through the use of authentic materials, photographs and viewing or listening to resources which focus on these aspects. Learners can have direct experience of learning about food, meals and celebrations by taking part in activities in school. They can listen to music and learn songs, look at art and buildings, learn about climate and geographical features and make links with other areas of the curriculum.

One school organized a French lunch in the school canteen. Learners discussed French food, restaurants and eating traditions and this was followed by acting out conversations in a café. For the lunch, learners designed menus in French, Welsh and English and compared the words across the languages. Through this activity, learners increased their understanding of life in France, were able to make comparisons with their own and other languages and were able to practise their oracy and writing skills in French.



## Carte Brydlen Menu

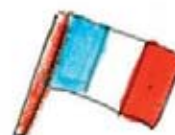


Poulet a la sauce de chasseur

Petit pois/Riz

Frites

Crepes



Chasseur Cyn For

Pys/Rois

Sgłodion Ffrengig

Cremnog



Chicken Chasseur

Peas/Rice

French Fries

Pancakes



Boisson au Cassis

Diod Cwrens duon

Blackcurrant Drink



## Language learning strategies

Learners will already have learned some practical strategies in English and Welsh to help them learn spellings, new words and structures and you can build on these as they learn the modern foreign language. You can also support with strategies such as associating structures and words with actions, building class glossaries and comparing the new language with English and Welsh. Practising new language with rhythm, rhymes and songs will encourage learners to use their new language outside the classroom. Using the language incidentally in the classroom, for example when taking the register, can also help learners consolidate what they have learned.

## Activities and contexts

As well as planning different and enjoyable activities and contexts to develop learners' language skills, you can ensure that the language is relevant and of interest to them by linking their language learning to other areas of the curriculum and topics you might be teaching in other subjects. Number games and puzzles link with mathematics; parts of the body can link with science; places in a town can link with geography; physical description could link with a historical or topical personality; instructions and commands can link with physical education; songs and singing can link with music.



Linked with the term's theme of 'Farming', learners made farm animal masks and learned the names of the animals in French, English and Welsh. The class then linked this work with the harvest festival to write a farmer's prayer together to say thank you for the animals in the three languages. They used the same pattern, starting with: '*Diolch am . . .*', 'Thank you for . . .' and '*Merci pour . . .*' The prayers were read aloud at the harvest festival.

## Progression

Teaching a modern foreign language in Key Stage 2 should focus on structures as well as vocabulary items, so that learners are able to use language more independently and creatively.

In oracy learners will move from repeating words, phrases and structures to producing language of their own and may start to substitute words and phrases to change what they can say. They should be given opportunities to ask and respond to questions in order that they can work in groups and pairs to create simple conversations and scenarios of their own. They will be able to listen to increasingly longer utterances and to listen to, follow and respond to familiar stories, songs and rhymes.

In reading, learners will progress from matching single words and phrases to understanding simple texts. Through learning sound–spelling links and how to use glossaries in the modern foreign language, they will be able to look up and read aloud new words correctly.

In writing learners will progress from copying words to writing words, phrases and sentences with support and on their own, and write simple language in creative activities.

## Transition to Key Stage 3

Using the Key Stage 2 framework can support transition into Key Stage 3. The structure of the framework mirrors that of the Key Stage 3 programme of study and develops the same Skills and Range. If learners are taught a modern foreign language in Key Stage 2, it is no longer a new subject in secondary school and learners will have developed a range of language and language learning skills. You can support your learners' transition in languages by building on and developing links with the secondary modern foreign language teachers. They will find out what your learners can do and where possible you can share curriculum planning and resources, and work together to promote learners' language skills for their future language study.

The framework also supports the passing on of information. Although there are no assessment requirements in modern foreign languages, through peer and self-assessment, and using or adapting the language record statements published with the framework, useful information about your learners' achievements can be passed on to the secondary school. You can also provide some examples of learners' work that, together with the language record, could provide a snapshot of what learners can do at the end of Year 6, which secondary colleagues can build on.

### **Exemplification of activities in French**

The following examples are illustrations of the kinds of activities learners might take part in across the three language skills in modern foreign languages; activities often combine more than one skill. Some of the examples of work were developed in one school where French is taught by a peripatetic specialist teacher and the pupils have been learning since Year 4. Others were developed in a cluster of small primary schools where some French is delivered in Year 6 as part of a fortnightly transition day in the secondary school and then continued with the pupils' non-specialist class teachers in their individual schools. The activities and examples of work were produced by pupils in Years 5 and 6.

The activities and examples of work exemplify the Skills and Range outlined in the framework and a range of linguistic attainment in French. Although the activities and work are in French, they could be developed with any other language.

### **Oracy**

The oracy activities described here should be read in conjunction with the Key Stage 2 section on the DVD.

### **Les numéros**

In this activity the pupils take part in a game with numbers. They practice counting from one to ten while at the same time try to get other pupils to sit out by saying '*dix*'. This activity links with numeracy, and supports pupils' listening skills and their thinking skills as they work out who to eliminate and how to avoid sitting down themselves. They show understanding of single words, using correct pronunciation and having fun.

## L'alphabet

Pupils chant the alphabet in French and then with the teacher identify single letters and words. The teacher uses a toy to focus the class's attention and make the activity fun. Learning the alphabet in the new language enables pupils to start to see the relationship between sounds and the written word, and supports their reading and writing. It also helps them to identify similarities and differences with English and Welsh.

## Monstres

In this section of the DVD, there are two activities. Pupils take part in a storytelling activity and a short drama activity.

The class listens to their teacher reading a story *Va-t'en Grand Monstre Vert*, containing the familiar vocabulary of colours and parts of the body in a new context that includes longer sentences and command structures. They listen carefully and join in with correct pronunciation and intonation to the commands '*Partez!*' and '*Va-t'en!*' The story reinforces the vocabulary and structures they have learned previously. Listening to and following a story builds on the skills they already use in English and Welsh. Using stories in this way supports both pupils' oracy skills and lays the foundation for reusing the language in their own speaking and writing.

A group of Year 6 pupils prepares this drama activity based on *Doctor Who* with their teacher for a school concert. Using previously learned structures, phrases and vocabulary, they write the script for the sketch with some support, planning the movements and putting together the costumes and props. They perform confidently and with enthusiasm, using correct pronunciation and intonation. They use language relevant to their personal interests as well as previously learned structures and patterns to create new language.

## Je me présente

In this section of the DVD, there are three activities relating to personal information (name, age, where they live, family, pets, likes and dislikes). Pupils take part in a game, a presentation and a conversation.

In the game *Nous cherchons Spiderman et Doctor Who* pupils respond to instructions from the teacher and take part in the game. They ask and respond to the familiar question and answer *Comment tu t'appelles?* and *Je m'appelle . . .* in order to identify the pupils who are Spiderman and Doctor Who. The teacher starts the activity by greeting the class and practising the structures with actions. She uses toy policeman helmets for the detectives to make the game fun. The pupils speak with correct pronunciation and intonation, and participate confidently and with enthusiasm. This is a familiar game that gives them the opportunity to ask as well as respond to questions; it is used by the teacher as a starter activity to get them quickly using the language before moving on to other activities.

In the second activity Cerys-Rae and Abigail prepare a presentation using ICT, using a range of previously learned language. They write the presentation together, consolidating the structures and vocabulary they know how to say and using ICT effectively to enhance the presentation. They are able to give their name, age and describe their family and say what they like. Their knowledge of sound–spelling links means that the written word does not distort their pronunciation. Cerys-Rae shows understanding of the masculine and feminine pronouns when she corrects herself. The rest of the class listen attentively to their presentation.

In the third activity, three pupils take part in a simple conversation and accurately ask and answer questions about themselves, their age, birthdays and pets. They use a range of memorised structures, including different questions, to create a short conversation. They know that in France it is customary to shake hands and start their conversation in this way.

## L'éducation physique

In these two extracts, pupils use their French in activities linked to similar exercises that they take part in in their physical education. This also provides opportunities to use the language outside the classroom.

In the first activity two teams compete against each other in the playground. They take it in turns to call out which clothes they want; a team member then has to put on the correct item of clothing, run the obstacle course and take off the item at the other end. Both speed and oracy skills are of the essence. All pupils compete enthusiastically, calling out the correct items with the colour while their teammates listen and respond appropriately. They urge each other on in French until the winning team has moved all the clothes to the other end of the course. They effectively communicate with each other in French in order to achieve their objective, using French with confidence and having fun.

In the second activity, the teacher takes the class into the hall to practise responding to commands with a parachute. The pupils listen and respond promptly to directions and instructions to jump, walk, run, stop and sit down, thereby understanding a range of instructions, working together as a group and responding to language relevant to their personal interest and immediate environment.

## Au café

Following work on food and drink, learning about cafés and money in France as well as practising short dialogues in a café, this group of Year 6 pupils scripts and acts out a short sketch. With the help of their teacher, they organise costumes and props and perform the drama to the rest of the school. They ask and respond to questions and perform confidently using a range of memorised structures and vocabulary with very good pronunciation and intonation.

## Travail en groupe

These two activities show Year 6 pupils working together in groups to practise familiar structures in a game format, using unscripted language.

In the first activity, a group of Year 6 pupils practise the structures *Qu'est-ce que tu as? J'ai...* in the context of school items. They listen carefully to each other, looking at the different objects and agreeing or disagreeing with what is said. They use the structures accurately and with good pronunciation, and describe quantity, objects and colour correctly, using full and sometimes longer sentences.

In the second activity, having worked on directions and places in a town, these pupils create their own map and give directions to different places using a toy robot. They wear the berets that were given to them by their French partner schools. They identify the different places on the map, give directions and count as they program and watch the progress of the robot. They ask each other questions and respond spontaneously.

## Chansons

Singing songs in the modern foreign language helps pupils practice new language and use it more creatively. It also provides opportunities to show off their language skills to others, to enjoy using the language as a group and to make links with what they do in English, Welsh and music.

In the first song, the teacher uses the ICT resource *Petit Pont*. Pupils follow the words on the whiteboard and sing the song with actions. This song practices *Il y a* with places in a town. They then play a guessing game with the images on the board. Using ICT to support their learning, pupils enjoy the song and the pictures as well as the immediacy of the song and game.

The second song involves Years 4, 5 and 6, singing in the hall – something they do regularly for assemblies. They sing '*Six au lit et le petit dit*' with actions to practice numbers and other structures.

The final songs sung by Year 6 pupils from a cluster of primary schools are a traditional French scouting song, '*Un kilometre à pied*', for practicing numbers, followed by a scale of the days of the week, and finally by numbers one to 20 sung in the round to the tune of '*Frère Jacques*'.

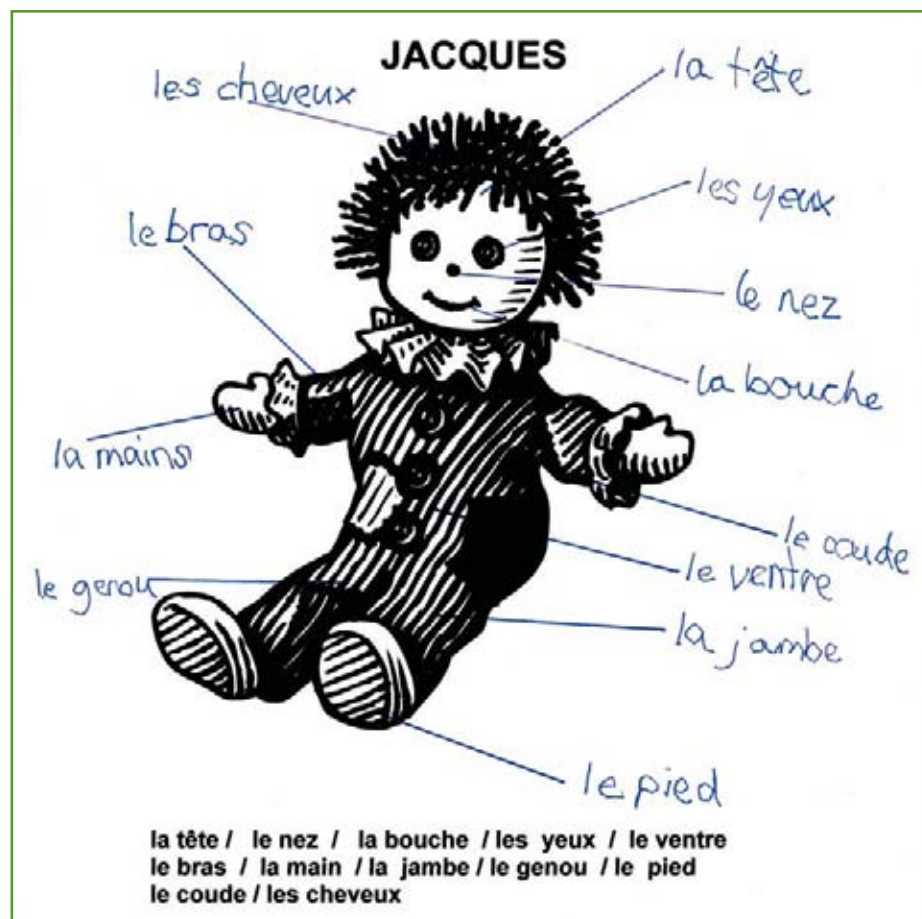


## Reading

These examples of reading activities demonstrate how pupils can develop reading skills as well as consolidate language they can speak and understand.

### Jacques

Following work on the parts of the body, including games such as 'Jacques a dit' ('Simon Says') and the song 'Tête, épaules, genoux, pieds' ('Head, shoulders knees and toes'), pupils were given this sheet to label Jacques themselves. They read the words out loud as a class to ensure good pronunciation and their teacher reminds them of some sound-spelling links, such as the silent 's' and 'x' at the end of words. They then read the words themselves and copy them in the correct place, showing understanding of words in a familiar context. Although in this example pupils both read and write the words, it could be purely a reading activity if pupils join up the words with the correct part of the body, rather than copying the words themselves.



## Les numéros

To reinforce numbers in French following the introduction of numbers 11–20 and to make links with their work in mathematics, pupils work out these sums in French and design mini-posters on the sheet. Once all pupils have completed the sheet, they feed back their answers orally and check their own work. The numbers are also used to emphasise sound patterns and spelling links, for example the 'eu', 'ou', 'ei', 'un', 'on' and 'in' sounds, and the rules about silent letters. As a follow-up activity, using the French numbers, the class design posters for display.


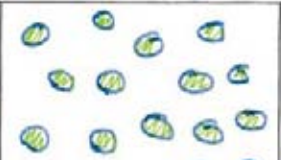




### Les numéros

|           |          |             |             |             |             |        |        |
|-----------|----------|-------------|-------------|-------------|-------------|--------|--------|
| 1 un      | 2 deux   | 3 trois     | 4 quatre    | 5 cinq      | 6 six       | 7 sept | 8 huit |
| 9 neuf    | 10 dix   | 11 onze     | 12 douze    | 13 treize   | 14 quatorze |        |        |
| 15 quinze | 16 seize | 17 dix-sept | 18 dix-huit | 19 dix-neuf | 20 vingt    |        |        |

|                              |                              |
|------------------------------|------------------------------|
| $2 + 2 = \textit{quatre}$    | $8 + 12 = \textit{vingt}$    |
| $13 + 2 = \textit{quinze}$   | $4 + 14 = \textit{dix-huit}$ |
| $6 + 11 = \textit{dix-sept}$ | $6 + 4 = \textit{dix}$       |
| $10 + 3 = \textit{treize}$   | $10 + 1 = \textit{onze}$     |
| $14 + 5 = \textit{dix-neuf}$ | $8 + 4 = \textit{douze}$     |

Dessinez !

|  |   |  |
|--|---|--|
|  <p>quatorze + quatre =<br/>.....<i>dix-huit</i>.....</p> |  <p>treize + deux =<br/>.....<i>quinze</i>.....</p> |  <p>neuf + trois =<br/>.....<i>douze</i>.....</p> |
|  <p>seize + quatre =<br/>.....<i>vingt</i>.....</p>       |  <p>huit + trois =<br/>.....<i>onze</i>.....</p>    |  <p>quinze + un =<br/>.....<i>seize</i>.....</p>  |

## En ville

Following work on places and directions, to practice and identify different places in the town, pupils identify each place and draw a map to show that they understand the names, again showing understanding of familiar words. They also practise their writing skills by copying the name of each place correctly. They then work in a small group to ask and give directions using their own map.



## Au café

Following lots of oracy work on cafés and food and drink in France, pupils complete this short dialogue with the correct words and phrases, showing understanding of a simple dialogue made up of familiar language. They then read the dialogue aloud with their partner, before substituting different words and phrases to create their own conversations.

**Au café**

-Bonjour!  
bonjour \_\_\_\_\_ !

-Avez-vous choisi?

-Oui, je voudrais un sandwich \_\_\_\_\_ au  
jambon, s'il vous plait .

-Moi, je voudrais un sandwich au  
fromage \_\_\_\_\_, s'il vous plait. .

-Comme boisson?

-Je voudrais \_\_\_\_\_ un coca.

-Je voudrais un orangina \_\_\_\_\_.

Merci!  
merci !

C'est combien?  
dix euros, s'il vous plait.

Au revoir!  
Au revoir \_\_\_\_\_ !


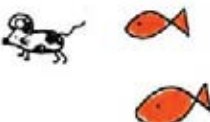
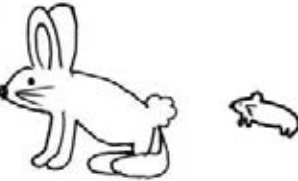

bonjour voudrais merci revoir dix fromage  
s'il vous plait orangina sandwich

## Les animaux

This class has covered lots of language to do with descriptions, colours and some different verb forms in the context of talking about themselves and their pets. This includes the first and third person singular of *avoir* and *être* and the position and agreement of colours. They have made comparisons with English and Welsh. They complete this reading activity, which contains progressively longer texts, and draw the animals described in each case with as much detail as possible. All pupils are able to read and pick out most details and convey them in their drawings, showing understanding of simple texts with some variation in sentence pattern. Some pupils, as in this example, are able to write a short description of their own, reusing the language they have read.

Nom \_\_\_\_\_

**Les animaux – lisez et dessinez!**

|   |  |
|---|--|
| <p><b>Bonjour!</b><br/>J'ai un chien. Il s'appelle Milou. Il est petit. Il est blanc</p>   | <p><b>Bonjour!</b><br/>J'ai une souris. Elle est petite. Elle est noire et blanche. J'ai aussi deux poissons rouges.</p>  |
| <p><b>Bonjour!</b><br/>J'ai un lapin. Il s'appelle Pierre. Il est grand et il est gris. J'ai aussi un cochon d'inde. Il s'appelle Chouchou. Il est petit et il est brun et blanc.</p>  | <p><b>Maintenant à toi!</b><br/>J'ai un chat. Elle s'appelle Molly. Elle est orange et blanc. Elle est petite.</p>        |

## Writing

### Les couleurs

With a minimal amount of language, pupils in this class use the language they know to write simple creative poems and posters for display. They copy the familiar words correctly and use them in a variety of ways.



## Les monstres

Va-t'en Grand Monstre Bleu!



Grand monstre bleu a une  
bouche jaune.  
Grand monstre bleu a  
deux grands yeux rouges.

After listening to the story *Va-t'en Grand Monstre Vert* (see 'Monstres' in the oracy examples), the class create their own version of the story, changing colours and features. In this example the pupil draws her own monster and changes the colours. She accurately makes the plural adjective agreement. She writes simple sentences with support and starts to substitute words to change the language.

## Dans ma trousse

Dans Ma trousse...

j'ai une règle 

j'ai un stylo 

j'ai une gomme 

j'ai deux crayons 

j'ai un taille-crayon 

Following the group game using items in a pencil case to ask and respond to questions (see oracy example 'Travail en groupe'), the pupils design posters for display reusing the language in writing and describing what was in their pencil case. They are able, with support, to write simple sentences accurately in French.

## Je me présente

Towards the end of Year 6 pupils are asked to write as much as they can about themselves in French to show the rest of the class, and to create a personal presentation to take with them to their new secondary school the following term. They practise what they would say in a small group, before choosing how they will present their work. Some pupils draw posters with photographs of themselves and their family, while others use ICT. In this example, Alex chooses to make a PowerPoint slide with information about herself, her family and pet, and what she likes. The writing is mostly accurate and she uses ICT to enhance her presentation.

### Je me présente!

Je m'appelle Alex

J'ai onze ans

J'habite à Pengam.

J'ai une soeur et deux freres

J'ai un chat. Elle s'appelle Tilly

Tilly est gris et blanc

J'aime le gateau





## Modern foreign languages and skills across the curriculum

A non-statutory *Skills framework for 3 to 19-year-olds in Wales* has been developed in order to provide guidance about continuity and progression in developing thinking, communication, ICT and number for learners from 3 to 19.

In modern foreign languages, learners can be given opportunities to build on skills they have started to acquire and develop at Foundation Phase. Learners can continue to acquire, develop, practise, apply and refine these skills through group and individual tasks in a variety of contexts across the curriculum. Icons have been used in the Key Stage 2 framework to signal explicit opportunities for the development of skills and learning across the curriculum. You may identify further opportunities to develop these skills and learning across the curriculum when you plan your learning and teaching in modern foreign languages.

### Developing thinking

In modern foreign languages learners' thinking skills can be developed through activities such as language games, looking for patterns in the new language and evaluating their own and others' work with peer and self-assessment.

### Developing communication

Learning a modern foreign language underpins and supports communication skills in all other areas of the curriculum. Learners improve their oracy through careful listening to users of the language, including their teacher and other learners, and through increased confidence in speaking. They also build on communication skills developed through their learning of English and Welsh, including learning spelling rules, sound–spelling links and the importance of accuracy.

### Developing ICT



Activities such as class whiteboard games, independent ICT-based language games and puzzles, using ICT to present their writing and PowerPoint presentations in oracy activities, all support the development of learners' ICT skills.

### Developing number



Activities such as number puzzles and games, simple mental mathematics and telling the time in the new language support learners' development of number.

## Modern foreign languages and learning across the curriculum

Curriculum 2008 provides opportunities for the development of the Government's policies and cross-curricular themes, such as the Curriculum Cymreig, personal and social education and careers and the world of work, which includes equal opportunities, food and fitness and sustainable development.

At Key Stage 2 in modern foreign languages, learners should be given opportunities to build on the experiences gained during the Foundation Phase, and to promote their knowledge and understanding of Wales, their personal and social development and well-being, and their awareness of the world of work.

### Curriculum Cymreig



Modern foreign languages can provide opportunities for learners to compare aspects of life in the country and communities of the new language with their own in Wales, for example traditional foods, festivals, famous buildings, art, music and songs. Learners should also be given opportunities to look for similarities with and differences between the new language and Welsh.

### **Personal and social education**



Activities in modern foreign languages can support personal and social education through a widening awareness of the cultures, traditions and experiences of others. Working cooperatively in groups and pairs enables them to respect the contributions of others in the new language. Learning about food and drink in other countries can support healthy eating.

### **Careers and the world of work**



When learning a modern foreign language learners can find out about different jobs where languages are important, and the importance of languages in their own community. Learning about different currencies and converting from their own can support financial literacy.

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Ysgol Gynradd Llangeitho, Ceredigion  
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Thanks also to the following for permission to use extracts in the DVD:

*Petit Pont*

Petit Pont © Paul Rogers. Published by Manic Monkey 2007.

*Va-t'en Grand Monstre Vert*

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For the French edition © Kaléidoscope 1996, *Va-t'en Grand Monstre Vert* by Ed Emberley.







