



Academic Achievement: Rating Descriptors

Subject: Spanish

Year: 9

In general, based on progress shown so far, we expect that **by the end of this academic year** your child will...

<p>1</p> <p>Above the expected standard</p>	<p>know...</p> <ul style="list-style-type: none"> • how to use the Present / Past / Future tenses with very few errors • how to use the Conditional tense with few errors • how to recognise and use the subjunctive when talking about future plans • how to form the Comparative • how to form the Superlative • how to infer meaning successfully through use of complex vocabulary and grammatical structures • how to manipulate language successfully, thus demonstrating grammatical awareness 	<ul style="list-style-type: none"> • understand complex language and key concepts (Listening, Reading) • deduce meaning of unknown vocabulary from context (Listening, Reading) • understand meaning from unknown types of spoken extracts and texts (Listening, Reading) • understand and answer known <u>and unknown</u> questions with longer sentences (Speaking) • use <u>and manipulate</u> 3 tenses securely (Speaking, Writing) • demonstrate secure pronunciation and intonation (Speaking) • ask simple questions (Speaking) • translate longer sentences, including three tenses, into English (Reading, Writing) • express justified opinions in short paragraphs (Writing) • adapt and manipulate the language – more successfully than not (Writing)
<p>2</p> <p>Meeting the expected standard</p>	<p>know...</p> <ul style="list-style-type: none"> • how to use the Present / Past / Future tenses with few errors • how to use the Conditional tense with some errors • how to form the Comparative • how to form the Superlative 	<ul style="list-style-type: none"> • understand complex language and key concepts (Listening, Reading) • deduce meaning of unknown vocabulary from context (Listening, Reading) • understand meaning from unknown types of spoken extracts and texts (Listening, Reading) • understand and answer known <u>and unknown</u> questions with longer sentences (Speaking) • use <u>and manipulate</u> 3 tenses securely (Speaking, Writing) • demonstrate secure pronunciation and intonation (Speaking) • ask simple questions (Speaking) • translate longer sentences, including three tenses, into English (Reading, Writing) • express justified opinions in short paragraphs (Writing) • attempt to adapt and manipulate the language – with some success (Writing)
<p>3</p> <p>Working towards the expected standard</p>	<p>know...</p> <ul style="list-style-type: none"> • how to use the Present Tense for the <u>pronouns yo (I), nosotros (we) and ellos/ellas (they)</u> • how to use the Future Tense for the <u>pronouns yo (I), nosotros (we) and ellos/ellas (they)</u> • how to use the Past Tense for the <u>pronouns yo (I), nosotros (we) and ellos/ellas (they)</u> • how to recognise use of the Conditional tense 	<ul style="list-style-type: none"> • understand meaning from known types of spoken extracts and texts (Listening, Reading) • use 2 tenses securely (Speaking, Writing) • demonstrate accurate pronunciation and intonation (Speaking) • translate longer sentences, including two tenses, into English (Reading, Writing) • express justified opinions in short sentences on familiar topics (Writing)
<p>4</p> <p>Below the expected standard</p>	<p>know...</p> <ul style="list-style-type: none"> • how to apply correct word order in terms of the verb being 2nd idea • how to use the Present Tense for the <u>pronouns yo (I), nosotros (we) and ellos/ellas (they)</u> • how to use the Future Tense for the <u>pronouns yo (I), nosotros (we) and ellos/ellas (they)</u> • how to use the Past Tense for the <u>pronoun yo (I)</u> 	<ul style="list-style-type: none"> • occasionally understand meaning from known types of spoken extracts and texts (Listening, Reading) • occasionally use 2 tenses securely (Speaking, Writing) • occasionally demonstrate accurate pronunciation and intonation (Speaking) • occasionally translate longer sentences, including two tenses, into English (Reading, Writing) • occasionally express justified opinions in short sentences on familiar topics (Writing)