Attainment target 1: Listening and responding

Level 1
I show that I understand a few familiar spoken words and phrases.
I understand speech spoken clearly, face to face or from a good-quality recording.
I may need quite a lot of help such as repetition or gesture.

Level 2
I show that I understand a range of familiar spoken phrases.
I respond to a clear model of standard language, but I may need items to be repeated.

Level 3
I show that I understand the main points from short spoken passages made up of familiar language.
I identify and note personal responses. I may need short sections to be repeated.

Level 4
I show that I understand the main points and some of the detail from spoken passages made up of familiar language in simple sentences.
I may need some items to be repeated.

Level 5
I show that I understand the main points and opinions in spoken passages made up of familiar material from various contexts, including present and past or future events.
I may need some repetition.

Level 6
I show that I understand the difference between present, past and future events in a range of spoken material that includes familiar language in less familiar contexts.
I identify and note the main points and specific details.
I need little repetition.

Level 7
I show that I understand longer passages and recognise people’s points of view.
The passages cover a range of material that contains some complex sentences and unfamiliar language.
I understand language spoken at near normal speed, and need little repetition.

Level 8
I show that I understand passages including some unfamiliar material and recognise attitudes and emotions.
These passages include different types of spoken material from a range of sources.
When listening to familiar and less familiar material, I draw inferences, and need little repetition.

Exceptional performance
I show that I understand the gist of a range of authentic passages in familiar contexts.
These passages cover a range of factual and imaginative speech, some of which expresses different points of view, issues and concerns.
I summarise, report, and explain extracts, orally or in writing.
Attainment target 2: Speaking

Level 1
I can say single words and short, simple phrases in response to what I see and hear. I may need considerable support from a spoken model and from visual clues. I can imitate correct pronunciation with some success.

Level 2
I can answer simple questions and give basic information. I give short, simple responses to what I see and hear, and use set phrases. My pronunciation shows an awareness of sound patterns and my meaning is clear.

Level 3
I can ask and answer simple questions and talk about my interests. I take part in brief prepared tasks, using visual or other clues to help me initiate and respond. I use short phrases to express personal responses. Although I use mainly memorised language, I occasionally substitute items of vocabulary to vary questions or statements.

Level 4
I take part in simple conversations, supported by visual or other cues, and express my opinions. I begin to use my knowledge of grammar to adapt and substitute single words and phrases. My pronunciation is generally accurate and I show some consistency in my intonation.

Level 5
I give a short prepared talk that includes expressing my opinions. I can take part in short conversations, seeking and conveying information, opinions and reasons in simple terms. I refer to recent experiences or future plans, as well as everyday activities and interests. I vary my language and sometimes produce more extended responses. Although there may be some mistakes, I make myself understood with little or no difficulty.

Level 6
I can give a short prepared talk, expressing opinions and answering simple questions about it. I take part in conversations, using a variety of structures and producing more detailed or extended responses. I apply my knowledge of grammar in new contexts. Although I may be hesitant at times, I make myself understood with little or no difficulty and with increasing confidence.

Level 7
I can answer unprepared questions. I initiate and develop conversations and discuss matters of personal or topical interest. I improvise and paraphrase. My pronunciation and intonation are good, and my language is usually accurate.

Level 8
I can narrate events, tell a story or relate the plot of a book or film and give my opinions. I justify my opinions and discuss facts, ideas and experiences. I use a range of vocabulary, structures and time references. I adapt language to deal with unprepared situations. I speak confidently, with good pronunciation and intonation. My language is largely accurate, with few mistakes of any significance.

Exceptional performance
I can take part in discussions covering a range of factual and imaginative topics. I give, justify and seek personal opinions and ideas in informal and formal situations. I deal confidently with unpredictable elements in conversations, or with people who are unfamiliar. I speak fluently, with consistently accurate pronunciation, and can vary intonation. I give clear messages and make few errors.
Attainment target 3: Reading and responding

Level 1
I recognise and read out a few familiar words and phrases presented in clear script in a familiar context. I may need visual clues.

Level 2
I show that I understand familiar written phrases. I match sound to print by reading aloud familiar words and phrases. I use books or glossaries to find out the meanings of new words.

Level 3
I show that I understand the main points and personal responses in short written texts in clear printed script made up of familiar language in simple sentences. I am beginning to read independently, selecting simple texts and using a bilingual dictionary or glossary to look up new words.

Level 4
I show that I understand the main points and some of the detail in short written texts from familiar contexts. When reading on my own, as well as using a bilingual dictionary or glossary, I begin to use context to work out the meaning of unfamiliar words.

Level 5
I show that I understand the main points and opinions in written texts from various contexts, including present, past or future events. My independent reading includes authentic materials. I am generally confident in reading aloud, and in using reference materials.

Level 6
I show that I understand the difference between present, past and future events in a range of texts that include familiar language in less familiar contexts. I identify and note the main points and specific details. I scan written material for stories or articles of interest and choose books or texts to read independently, at my own level. I am more confident in using context and my knowledge of grammar to work out the meaning of unfamiliar language.

Level 7
I show that I understand longer texts and recognise people’s points of view. These texts cover a range of imaginative and factual material that contains some complex sentences and unfamiliar language. I use new vocabulary and structures found in my reading to respond in speech or writing. I use reference materials when these are helpful.

Level 8
I show that I understand texts including some unfamiliar material and recognise attitudes and emotions. These texts cover a wide variety of types of written material, including unfamiliar topics and more complex language. When reading for personal interest and for information, I consult a range of reference sources where appropriate.

Exceptional performance
I show that I understand a wide range of authentic texts in familiar contexts. These texts include factual and imaginative material, some of which express different points of view, issues and concerns, and which include official and formal texts. I summarise, report, and explain extracts, orally or in writing. I develop my independent reading by choosing and responding to stories, articles, books and plays, according to my interests.
**Attainment target 4: Writing**

**Level 1**
I write or copy simple words or symbols correctly. I label items and select appropriate words to complete short phrases or sentences.

**Level 2**
I write one or two short sentences, following a model, and fill in the words on a simple form. I label items and write familiar short phrases correctly. When I write familiar words from memory, my spelling may be approximate.

**Level 3**
I write a few short sentences, with support, using expressions that I have already learnt. I express personal responses. I write short phrases from memory and my spelling is readily understandable.

**Level 4**
I write short texts on familiar topics, adapting language that I have already learnt. I draw largely on memorised language. I begin to use my knowledge of grammar to adapt and substitute individual words and set phrases. I begin to use dictionaries or glossaries to check words I have learnt.

**Level 5**
I write short texts on a range of familiar topics, using simple sentences. I refer to recent experiences or future plans, as well as to everyday activities. Although there may be some mistakes, the meaning can be understood with little or no difficulty. I use dictionaries or glossaries to check words I have learnt and to look up unknown words.

**Level 6**
I write texts giving and seeking information and opinions. I use descriptive language and a variety of structures. I apply grammar in new contexts. Although there may be a few mistakes, the meaning is usually clear.

**Level 7**
I write articles or stories of varying lengths, conveying opinions and points of view. I write about real and imaginary subjects and use an appropriate register. I link sentences and paragraphs, structure ideas and adapt previously learnt language for my own purposes. I edit and redraft my work, using reference sources to improve their accuracy, precision and variety of expression. Although there may be occasional mistakes, the meaning is clear.

**Level 8**
I produce formal and informal texts in an appropriate style on familiar topics. I express and justify ideas, opinions or personal points of view and seek the views of others. I develop the content of what I have read, seen or heard. My spelling and grammar are generally accurate. I use reference materials to extend my range of language and improve my accuracy.

**Exceptional performance**
I communicate ideas accurately and in an appropriate style over a range of familiar topics, both factual and imaginative. I write coherently and accurately. I use resources to help me vary the style and scope of my writing.