## NATIONAL CURRICULUM LEVELS FOR MODERN FOREIGN LANGUAGES

YEAR 7

| LEVEL | 1 | 2 | 3 | 4 |
| :---: | :---: | :---: | :---: | :---: |
| SPEAKING | I can make short, simple statements and can understand \& answers simple questions with good pronunciation. | I can give longer answers to simple questions with correct pronunciation. I can also ask questions and give answers to questions people ask me. I can pronounce familiar words correctly. | I can give answers to more difficult and longer questions with correct pronunciation using familiar words. I can also ask longer questions and give more developed answers to questions people ask me. | I can take part in a longer conversation or presentation without (many) notes. I can use the grammar \& vocabulary I have learned to create my own sentences with good pronunciation. |
| LISTENING | I can understand simple spoken statements \& words. I may need help including repetition and gestures. | I can understand a range of familiar words and phrases. I may need the language repeated. | I understand short passages and conversations spoken at normal speed. I can understand and note personal opinions. | I can understand the main points and some details of short passages and conversations I hear. |
| READING | I can understand single or small groups of words. | I can understand familiar phrases and words and use my book (or computer) to find out new meanings. | I can understand simple texts and I can use a dictionary (or index in a textbook) to look up new words \& meanings. I can understand personal opinions. | I can understand longer texts and use context to work out unfamiliar words. |
| WRITING | I can copy words correctly and select words to complete short sentences. | I can copy phrases correctly with few spelling mistakes. I can use accents \& silent letters most of the time. I can spell words I know from memory. | I can write sentences with some help and begin to develop my ideas and give opinions. | I can write short texts and adapt a model using my own words or phrases. |

