**Modern Languages skills ladder**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Stage 1** | **Stage 2** | **Stage 3** | **Stage 4** | **Stage 5** |
| **Content and communication - with regards to listening, reading, writing or speaking as appropriate.** | **Answers mostly closed questions.**  **Limited response to the task.**  **Not always complete sentences.** | **Answers some open questions Takes part in a simple exchange in a limited way.**  **Some relevant information offered and understood.**  **Simple opinions are expressed.**  **Some development of basic ideas.**  **Writing is in sentence form.** | **Can hold a simple conversation about familiar topics.**  **Quite a lot of information easily communicated and understood on familiar topics.**  **Points of view are expressed.**  **Some ideas are developed.** | **Uses longer sequences of speech or writing.**  **Shows an ability to interact well.**  **Conveys and understands most relevant information clearly across a range of topics.**  **Expresses ideas and opinions.**  **Explains ideas and opinions.** | **Produces extended sequences of speech or writing.**  **Explains and develops ideas and opinions**  **Detailed response to the task.**  **Sound ability to convey and understand information, including on unfamiliar topics.**  **Justifies ideas and points of view.**  **Well organised structure.** |
| **Accuracy** | **Short utterances can make it hard to understand key ideas when speaking.**  **In writing, basic ideas are sometimes successfully conveyed.**  **Frequent errors can make meaning unclear.**  **Words are usually copied accurately.** | **Some ideas are communicated.**  **Errors may make meaning unclear at times.**  **Spelling of high frequency words is mostly accurate.**  **Some awareness of the need to conjugate verbs.** | **Fairly accurate throughout.**  **The intended meaning is clear.**  **Basic grammar is usually successful.**  **Spelling is generally accurate.**  **Conjugation of some high frequency verbs in the given tense is developing.** | **Shows a good level of accuracy though there may be some mistakes in complex sentences.**  **Verb and tense forms are usually correct.**  **There is a clear grasp of grammar.**  **Spelling is very good, with care taken over accents.**  **Conjugation of some high frequency verbs, including a few irregular, in the given tense is secure.** | **Shows a very good level of accuracy with few mistakes.**  **Largely accurate.**  **There may be some errors in more complex and adventurous structures. Verb and tense formations are secure.**  **Spelling and use of accents is excellent.**  **Conjugation of different verbs in the given tense is secure.** |
| **Range of language – with regards to listening, reading, writing or speaking as appropriate.** | **Single items of familiar vocabulary.**  **Little variety within the answer.**  **A reliance on vocabulary supplied by the teacher.** | **Use of simple phrases.**  **Familiar vocabulary is used well. Structures are mostly simple.**  **Some accurate dictionary usage emerging.** | **Some variety of vocabulary and structures.**  **Occasional use of more complex structures.**  **Attempts at longer sentences are sometimes successful.**  **Some use of connectives.**  **Accurate use of the dictionary is sometimes evident** | **A good range of vocabulary.**  **Some complex structures Verb conjugation is attempted and is mostly successful.**  **Good variety of appropriate vocabulary and structures.**  **Good use of connectives to expand ideas.**  **Accurate use of the dictionary is often evident.** | **A wide range of vocabulary.**  **More complex sentences are handled with confidence.**  **Verb tenses are used successfully.**  **Ideas are clearly linked and developed.**  **Language shows adventure.**  **Very good use of connectives to expand ideas.**  **Dictionary skills are very effective and application of new vocabulary is very accurate.** |
| **Fluency** | **Reliance on support material to deliver main points.**  **Ideas are disorganised.** | **Communicates well with support.**  **Answers lack structure at times.**  **Answers can be difficult to follow.** | **Responds to prompts without support.**  **Can be hesitant in speaking.**  **Ideas are well expressed.**  **Punctuation generally makes answers easy to follow.** | **A generally confident speaker.**  **Demonstrates a good pace.**  **Ideas are clearly expressed. Good use of connectives. Paragraphs make writing enjoyable to read.** | **A thoroughly confident speaker.**  **Able to sustain a conversation at a natural pace.**  **Ideas are expressed in an organised fashion.**  **Good use of connectives. Paragraphs and idioms make the text appealing to the reader.** |
| **Pronunciation** | **Hard to understand at times.**  **Heavy reliance on English.** | **Understandable to a sympathetic speaker.**  **Some attempt to apply pronunciation rules.** | **Fairly good.**  **Follows most pronunciation rules.** | **Good.**  **Clear grasp of pronunciation patterns.**  **Willing to try and sound authentic.** | **Very good.**  **Committed to sounding authentic. Excellent grasp of pronunciation patterns.** |