



HAYDOCK HIGH SCHOOL

MFL Progress Grid

	CF1 Listening
Grade	
1-	Can understand very few basic, even familiar spoken words unless cognates, and repeated in isolation. Can understand very basic classroom commands.
1	Can understand and respond to a few familiar spoken words and short phrases, spoken slowly and clearly with repetition. Can follow along and repeat key words from a song, rhyme or poem.
1+	Can understand and respond to a few familiar spoken words and short phrases, spoken clearly with repetition. Can identify and understand familiar words from a song rhyme or poem when spoken clearly and slowly with some repetition.
2-	Can understand and respond to a range of familiar spoken words and short phrases and is beginning to understand simple opinions. Can join in the re-telling / playing of a familiar story, song, rhyme or poem using gestures or by saying key words and phrases.
2	Can understand and respond to a range of familiar spoken words and short phrases including basic opinions, spoken clearly. Can join in the re-telling / playing of a familiar story, song, rhyme or poem using gestures or by saying key words and phrases.
2+	Can understand and respond to a range of familiar spoken words and short phrases including opinions with basic reasons spoken clearly. Can re-tell parts of a familiar story, song, rhyme or poem by identifying and repeating key phrases.
3-	Can understand a few of the main points and opinions with basic reasons of a short spoken passage made up of familiar words and phrases, delivered clearly. Can join in with familiar short songs, rhymes or poems (or other authentic audio materials) or parts of them.
3	Can understand the main points and opinions with basic reasons of a short spoken passage made up of familiar words and phrases, delivered clearly. Can transcribe familiar words from a short spoken text. Can join in with familiar short songs, rhymes or poems (or other authentic audio materials) or parts of them.
3+	Can understand most of the main points and opinions with basic reasons of a short spoken passage made up of familiar words and phrases, delivered clearly. Can transcribe familiar words and some short familiar phrases from a short spoken text. Can understand familiar short songs, rhymes or poems (or other authentic audio materials) or parts of them.
4-	Can understand main points, opinions with basic reasons and some detail in short passages which include reference to the present tense and either the past or near future, when spoken clearly but at near normal speed. Can transcribe some short familiar phrases from a short spoken text. Can understand and respond to short songs, rhymes or poems (or other authentic audio materials) or parts of them when listening to the source material.



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4	<p>Can understand main points, opinions with reasons and some detail in short passages which include reference to the present tense and either the past or near future, when spoken at near normal speed.</p> <p>Can transcribe short familiar phrases from a short spoken text.</p> <p>Can understand and respond to short songs, rhymes or poems (or other authentic audio materials) when listening to the source material.</p>
4+	<p>Can understand main points, opinions with reasons and most details in short passages which include reference to the present, past and future tenses, when spoken at near normal speed.</p> <p>Can transcribe short familiar phrases from a short spoken text.</p> <p>Can understand and respond to short songs, rhymes or poems (or other authentic audio materials) when listening to the source material.</p>
5-	<p>Can understand the details in a short passage or dialogue (approx. 30 words, 3-5 utterances) on a range of topics with predictable information which include opinions and two tenses/time expressions together, spoken slowly and clearly.</p> <p>Can transcribe short sentences using two tenses from a short spoken text.</p>
5	<p>Can understand the details in a short passage or dialogue (approx. 30 words, 3-5 utterances) on a few familiar topics with predictable information contained in simple sentences, spoken slowly and clearly.</p> <p>Can transcribe short sentences using two tenses from a short spoken text with increasing accuracy.</p>
5+	<p>Can easily understand the details in a passage or dialogue (approx. 30 words, 3-5 utterances) on a few familiar topics with predictable information contained in simple sentences, spoken slowly and clearly.</p> <p>Can transcribe short sentences with greater ease, using two tenses from a short spoken text with increasing accuracy.</p> <p>Can understand and respond to longer authentic audio materials.</p>
6-	<p>Can understand some of the information given in passages or dialogues of approx. 50 words, spoken clearly and more slowly than normal native speaker speed, containing predictable information.</p> <p>Can begin to follow utterances with more than one clause (including reasons for opinions), and passages that draw on a range of vocabulary and structures from two - three familiar topics, which could include two time frames.</p>
6 (B)	<p>Can understand passages or dialogues of approx. 50 words, spoken clearly and more slowly than normal native speaker speed, containing predictable and some unpredictable information.</p> <p>Can understand utterances that may have more than one clause (including reasons for opinions), and passages draw on a range of vocabulary and structures from two - three familiar topics, which could include two-three time frames.</p>
6+	<p>Can competently understand passages or dialogues of approx. 50 words, spoken clearly and more slowly than normal native speaker speed, containing predictable and some unpredictable information.</p>



	Can understand utterances may have more than one clause (including reasons for opinions), and passages draw on a range of vocabulary and structures from two - three familiar topics, which could include two time frames.
7-	Can understand and extract some of the essential information from passages or dialogues of approx. 80 words, spoken clearly and more slowly than normal native speaker speed, containing predictable and some unpredictable information. Passages may include a range of structures including several time frames, and vocabulary from four-five familiar topics.
7 (A)	Can understand and extract the essential information from passages or dialogues of approx. 80 words, spoken clearly and more slowly than normal native speaker speed, containing unpredictable information. Passages may include a range of structures including several time frames, and vocabulary from four-five familiar topics.
7+	Can easily understand and extract the essential information from passages or dialogues of approx. 80 words, spoken clearly and more slowly than normal native speaker speed, containing unpredictable information. Passages may include a range of structures including several time frames, and vocabulary from four-five familiar topics.
8-	Can understand some parts of longer passages or dialogues of approx. 100 words, which may contain unpredictable elements, but are delivered clearly and at slower than normal native speaker speed. Can infer some meaning (from context or tone of voice) of individual unfamiliar words. Passages may include a range of time frames and other key structures (modals, a variety of 2-clause utterances, comparatives, superlatives, etc) drawn from several topics, including those from previous years of study.
8	Can understand longer passages or dialogues of approx. 100 words, containing unpredictable elements, but are delivered clearly and at slower than normal native speaker speed. Can infer meaning (from context or tone of voice) of individual unfamiliar words. Passages may include a range of time frames and other key structures (modals, a variety of 2-clause utterances, comparatives, superlatives, etc) drawn from several topics, including those from previous years of study.
8+	Can understand nearly all parts of longer passages or dialogues of approx. 100 words, containing unpredictable elements, but are delivered clearly and at slower than normal native speaker speed. Can increasingly confidently infer meaning (from context or tone of voice) of individual unfamiliar words. Passages may include a range of time frames and other key structures (modals, a variety of 2-clause utterances, comparatives, superlatives, etc) drawn from several topics, including those from previous years of study.
9-	Can understand most parts of longer passages or dialogues of approx. 125 words, which may contain a few unpredictable elements, a little slower than normal native speaker speed, and passages of familiar language at near-normal speed. Can increasingly confidently infer meaning (from context or tone of voice) of a limited amount of unfamiliar language.



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	Passages may include different time frames and a range of structures, which draw on topics covered previously.
9	Can understand longer passages or dialogues of approx. 125 words, which may contain a few unpredictable elements, a little slower than normal native speaker speed, and passages of familiar language at near-normal speed. Can infer meaning (from context or tone of voice) of a limited amount of unfamiliar language. Passages may include different time frames and a range of structures, which draw on topics covered previously.
9+	Can understand extended passages or dialogues spoken clearly at near-normal speed (approx. 150 words) which contain some unpredictable elements. Can understand some unfamiliar language, inferring meaning from context, tone of voice and/or surrounding language. Passages may include different time frames, points of view (opinions, reasons and justifications) drawn from a range of topic areas, including those studied in previous years.



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	CF2 Speaking
Grade	
1-	Can ask and answer very few simple pre-learned questions from memory. May be restricted to a couple of topics covered in class. May not understand the formation of questions and answers. Cannot yet indicate that there is a problem using a pre-learned phrase.
1 (G+)	Can ask and answer simple pre-learned questions from memory. May be restricted to a couple of topics covered in class. May not understand the formation of questions and answers. Can indicate that there is a problem using a pre-learned phrase.
1+	Can ask and answer simple pre-learned questions from memory. Can increasingly refer to different topics covered in class. May not understand the formation of some questions and answers. Can indicate that there is a problem using a pre-learned phrase.
2-	Can rehearse and perform short role plays drawing on one topic, with limited (one or two) exchanges and unconvincing pronunciation. May still not understand how to form basic questions / answers independently. Can start to use simple pre-learned words and phrases for routine situations.
2 (E-)	Can rehearse and perform short role plays drawing on one topic, with several exchanges and generally convincing pronunciation. May still not understand how to form questions / answers independently. Can give simple opinions, substituting words. Can use simple pre-learned words and phrases for routine situations.
2+	Can rehearse and perform short role plays drawing on one or two topics, with several exchanges and generally convincing pronunciation. May still not understand how to form many questions / answers independently. Can give simple opinions, substituting words. Can use simple pre-learned words and phrases for routine situations.
3-	Can perform short exchange using convincing pronunciation of most vocabulary. Can ask and answer simple questions on the current topic, with limited content.



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	<p>Can adapt some models to give own information, including simple opinions, substituting individual words.</p> <p>Can use some short phrases and simple questions in predictable classroom interaction.</p>
3 (E+)	<p>Can ask and answer simple questions on the current topic.</p> <p>Can adapt models successfully to give own information, including simple opinions, substituting individual words.</p> <p>Can use several short phrases and simple questions in predictable classroom interaction.</p>
3+	<p>Can ask and answer simple questions on the current topic, with more content and vocabulary.</p> <p>Can adapt models successfully to give own information, including simple opinions, substituting individual words.</p> <p>Can use a small range of short phrases and questions in predictable classroom interaction.</p>
4-	<p>Can ask and answer simple questions on a few very familiar topics, including expressing opinions including simple justifications and partially responding to those of others.</p> <p>Can use a limited pre-learnt bank of classroom language with teacher and peers.</p>
4 (D to C-)	<p>Can ask and answer simple questions on a few very familiar topics, including expressing opinions including simple justifications and responding to those of others.</p> <p>Can give simple opinions, substituting words and giving justifications.</p> <p>Can use a repertoire of classroom language with teacher and peers.</p>
4+	<p>Can ask and answer questions on a several familiar topics, including expressing opinions, with justifications and responding to those of others.</p> <p>Can use an increasingly growing repertoire of classroom language with teacher and peers.</p> <p>Can begin to use time expressions.</p>
5-	<p>Can ask and answer pre-learned, memorised questions, using informal modes of address.</p> <p>Can repeat some familiar question forms to ask simple questions, with some hesitation.</p> <p>Can use an increasing range of pre-learned classroom language to interact with teacher and peers.</p> <p>Can use begin to use reference materials to support with different tenses.</p>
5 (C + to B-)	<p>Can ask and answer pre-learned, memorised questions, which may involve formal and informal modes of address.</p> <p>Can adapt familiar question forms to vary questions, with some hesitation.</p> <p>Can use an increasing range of pre-learned classroom language to interact with teacher and peers.</p> <p>Can use reference materials to support with different tenses.</p>
5+	<p>Can ask and answer a wider range of pre-learned, memorised questions, which may involve formal and informal modes of address.</p> <p>Can adapt a greater range of familiar question forms to vary questions, with a little hesitation.</p>



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	<p>Can begin to adapt an increasing range of pre-learned classroom language to interact with teacher and peers.</p> <p>Can confidently use reference materials to support with different tenses.</p>
6-	<p>Can ask and answer using longer phrases across a few topics, using formal and informal modes of address.</p> <p>Can use key high-frequency verb forms with a combination of question words to produce new questions with pauses for planning.</p> <p>Can adapt pre-learnt classroom language for some routine classroom communication.</p>
6 (B)	<p>Can ask and answer using an increasing number of chunks of language and phrases across 3-4 topics, using formal and informal modes of address.</p> <p>Can use key high-frequency verb forms with a combination of different question words to produce new questions spontaneously, with pauses for planning.</p> <p>Can adapt pre-learnt classroom language for some routine classroom communication.</p>
6+	<p>Can ask and answer using increasingly large blocks of language and phrases across a range of topics, using formal and informal modes of address.</p> <p>Can use key high-frequency verb forms with a combination of different question words to produce new questions spontaneously, with pauses for planning.</p> <p>Can adapt pre-learnt classroom language for routine classroom communication.</p>
7-	<p>Can interact within the familiar context of 4-5 topics covered; this includes asking a range of predictable questions, selecting the correct mode of address.</p> <p>Can make him/herself understood in straightforward, concrete spontaneous interactions, although pauses, false starts and reformulations are very evident.</p> <p>Can use the FL to interact routinely with teacher and peers in predictable situations.</p>
7 (A)	<p>Can interact confidently within the familiar context of 4-5 topics covered; this includes asking a range of questions independently, selecting the correct mode of address.</p> <p>Can make him/herself understood in straightforward, concrete spontaneous interactions, although pauses, false starts and reformulations are very evident.</p> <p>Can use the FL to interact routinely with teacher and peers in predictable situations.</p>
7+	<p>Can interact confidently with both familiar and some unfamiliar topics; including asking a range of questions, selecting the correct mode of address.</p> <p>Can make him/herself understood in straightforward, concrete spontaneous interactions, with some pauses, and reformulations.</p> <p>Can use the FL to interact routinely with teacher and peers in predictable and some non-predictable situations.</p>
8-	<p>Can take part in multi-exchange conversations on familiar and some unfamiliar topics, constructing questions independently (using the correct mode of address).</p> <p>Can construct responses independently, using a variety of vocabulary and structures. Where language and topics are familiar, responses are ready, but pausing is frequent when new formulations are attempted.</p> <p>Can generate spontaneous comments appropriately in routine classroom interaction.</p>
8 (Low A*)	<p>Can take part in multi-exchange conversations on familiar and some unfamiliar topics, including those covered in previous years, constructing questions independently (using the correct mode of address).</p> <p>Can construct responses independently, using a variety of vocabulary and structures. Where language and topics are familiar, responses are ready, but pausing</p>



	<p>is increasingly less frequent when new formulations are attempted. Can generate spontaneous comments appropriately in routine classroom interaction.</p>
8+ (A*)	<p>Can take part in multi-exchange conversations on familiar and more unfamiliar topics, including those covered in previous years, constructing questions independently (using the correct mode of address). Can construct responses independently, using a variety of vocabulary and structures. Where language and topics are familiar, responses are ready, but with some pauses with unfamiliar topics. Can generate spontaneous comments appropriately in routine classroom interaction.</p>
9-	<p>Can initiate and ask questions confidently and to extend conversations (2-3 minutes) using the correct mode of address. Can give some more developed responses on a range of topics, which go beyond personal, everyday issues. There will be frequent hesitations to plan utterances, the message may be compromised but s/he makes him/herself understood. Can use the FL to ask and answer questions about the learning in most situations.</p>
9 (High A*)	<p>Can initiate and ask a range of questions confidently and appropriately to extend conversations (2-3 minutes) with the teacher or peers, using the correct mode of address. Can give and understand some more developed responses on a range of topics, which go beyond personal, everyday issues, and may involve some abstract language. There will be frequent hesitation to plan utterances, the message may be compromised but s/he makes him/herself understood. Can use the FL to ask and answer questions about the learning in most situations.</p>
9+	<p>Can ask an extended range of questions confidently and spontaneously, including more complex questions involving different time frames, and using the correct mode of address. Can engage in longer stretches of unplanned conversation on familiar topics, showing the ability to cope with unexpected questions or responses. There will be pauses for planning and repair.(4-5 mins) Can use the FL, making him/herself understood, for almost all communication in the languages classroom.</p>



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	CF3 Reading
Grade	
1-	Can understand very few familiar written words, even with cognates used. Can attempt to use a word list to locate some specific words, with some success.
1 (G+)	Can understand some familiar written words and short phrases Can use a word list to locate specific words.
1+	Can understand with more confidence some familiar written words and short phrases. Can use a word list to locate specific words. Can write/translate simple words into the TL.
2-	Can read, understand and translate a small range of familiar written phrases. Can use a word list (or dictionary or online resource) to check the spelling of a word.
2 (E-)	Can read, understand and translate a range of familiar written phrases. Can use a word list (or dictionary or online resource) to check the spelling of a word.
2+	Can read, understand and translate a wider range of familiar written phrases. Can use a word list (or dictionary or online resource) to check the spelling and meaning of a word.
3-	Can read, understand and translate a wider range of familiar written phrases. Can begin to spot new words in short sentences made up of very familiar material using the surrounding words to guess meaning. Can use alphabetical order and can recognise and use the main dictionary codes for nouns. Can appreciate that there may be more than one entry for each word.
3 (E+)	Can read, understand and translate a wider range of familiar written phrases. Can spot new words introduced into short sentences made up of familiar material and use the surrounding words to guess their meaning. Can use alphabetical order confidently and can recognise and use the main dictionary codes for nouns. Can appreciate that there may be more than one entry for each word.
3+	Can read, understand and translate a wider range of familiar written phrases. Can spot and guess meaning of new words introduced into short sentences made up of familiar material. Can use alphabetical order confidently and can recognise and use the main dictionary codes for common grammatical terms.



	Can appreciate that there may be more than one entry for each word.
4-	Can read, understand and translate a wider range of familiar short paragraphs. Can spot some new words introduced into a short text made up of very familiar material and use the surrounding words to guess their meaning. Can use a dictionary or word list to look up unknown nouns and adjectives, check the gender of nouns and the spelling of familiar words and some grammatical terms. Can begin to appreciate that FL words do not always have a direct equivalent in English.
4 (D to C-)	Can read, understand and translate a wider range of familiar short paragraphs. Can spot new words introduced into a short text made up of familiar material and use the surrounding words to guess their meaning. Can use a dictionary or word list to look up unknown nouns and adjectives, check the gender of nouns and the spelling of familiar words. Can appreciate that FL words do not always have a direct equivalent in English. Can begin to recognise tense through the use of some time expressions.
4+	Can read, understand and translate a wider range of familiar short paragraphs. Can identify new words introduced into a text made up of familiar material, using surrounding words to guess meaning. Can use reference materials for unknown nouns and adjectives, genders and the spelling of familiar words. Can appreciate that FL words do not always have a direct equivalent in English. Can begin to recognise tense through the use of time expressions.
5-	Can read, understand and translate a wider range of familiar short paragraphs. Can appreciate the gist of some fiction and non-fiction texts, e.g. stories, poems or songs, and pick out and translate individual words that have been taught into English in a limited way. Can use reference materials to look up nouns, adjectives and verbs and other grammatical terms. Can appreciate the need to change the infinitive verb to create the desired meaning. Can use a verb conjugator or verb table to identify different tenses.
5 (C + to B-)	Can read, understand and translate a wider range of familiar and longer paragraphs. Can appreciate the gist of a variety of more challenging fiction and non-fiction texts, e.g. stories, poems or songs, and pick out and translate individual words that have been taught into English. Can use a dictionary/other reference materials to look up nouns, adjectives and verbs. Can appreciate the need to change the infinitive verb to create the desired meaning. Can confidently use a verb conjugator or verb table to identify different tenses.



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5+	<p>Can read, understand and translate a wider range of familiar and longer paragraphs.</p> <p>Can appreciate the gist of a variety of more challenging fiction and non-fiction texts, e.g. stories, poems or songs, and pick out and translate short sentences into English.</p> <p>Can use a dictionary/other reference materials confidently.</p> <p>Can recognise verb changes that distinguish meaning.</p> <p>Can begin to use a verb conjugator/table to identify different tenses, including several irregular verbs.</p>
6-	<p>Can read, understand and translate a wider range of familiar and longer paragraphs.</p> <p>Can begin to infer meaning from context or the surrounding language of a limited amount of unfamiliar language in more challenging fiction and non-fiction texts, with support from reference materials and/or the teacher, and can pick out and translate individual words and short phrases into English.</p> <p>Can use a dictionary to determine whether verbs are regular or irregular.</p> <p>Can use a verb conjugator or verb table to form more than one tense.</p>
6 (B)	<p>Can read, understand and translate a wider range of familiar and more complex paragraphs.</p> <p>Can infer meaning from context or the surrounding language of a limited amount of unfamiliar language in more challenging fiction and non-fiction texts, with support from reference materials and/or the teacher, and can pick out and translate individual words and short phrases into English.</p> <p>Can use a dictionary to determine whether verbs are regular or irregular.</p> <p>Can use a verb conjugator or verb table to form more than one tense.</p>
6+	<p>Can read, understand and translate a wider range of familiar and more complex paragraphs.</p> <p>Can infer meaning from context or the surrounding language of a limited amount of unfamiliar language in more challenging fiction and non-fiction texts, with support from reference materials, and can translate some short phrases into English.</p> <p>Can use a dictionary to determine whether verbs are regular or irregular.</p> <p>Can recognise and increasing number of different tenses through verbs and/or time expressions.</p>
7-	<p>Can read, understand and translate a wider range of familiar/some unfamiliar and more complex paragraphs.</p> <p>Can infer some meaning (from context or surrounding language) of unfamiliar language in more challenging fiction and non-fiction, authentic and adapted texts, and pick out and translate some short phrases into English. Texts may be varied in style and purpose, e.g. informative, imaginative, narrative, and descriptive.</p> <p>Can identify the tense of most familiar verbs within a text, convert them to their infinitive form and use a dictionary to find their meaning. Also can use time expressions confidently to determine tense.</p>
7 (A)	<p>Can read, understand and translate complex paragraphs.</p> <p>Can infer meaning (from context or surrounding language) of a limited amount of unfamiliar language in more challenging fiction and non-fiction, authentic</p>



	<p>and adapted texts, and pick out and translate short phrases into English. Texts may be varied in style and purpose, e.g. informative, imaginative, narrative, and descriptive.</p> <p>Can identify the tense of verbs within a text, convert them to their infinitive form and use a dictionary to find their meaning if necessary.</p>
7+	<p>Can read, understand and translate longer complex paragraphs.</p> <p>Can infer meaning (from context or surrounding language) of a limited amount of unfamiliar language in more challenging fiction and non-fiction, authentic and adapted texts, and pick out and translate longer phrases/short paragraphs into English. Texts may be varied in style and purpose, e.g. informative, imaginative, narrative, and descriptive.</p> <p>Can identify the tense of verbs within a text, recognising their infinitive form, for most common regular and some irregular verbs.</p>
8-	<p>Can cope with some unfamiliar language, using context and surrounding language to infer meaning, and can pick out and translate longer complex phrases/paragraphs.</p> <p>Texts may be varied in style and purpose, e.g. informative, imaginative, narrative, and descriptive.</p> <p>Can use a dictionary and/or online verb conjugator to include new verbs into his/her own written responses with some success.</p>
8 (Low A*)	<p>Can cope with some unfamiliar language, using context and surrounding language to infer meaning, and can pick out and translate longer complex phrases/paragraphs or a linguistic item similar to a sentence into English (e.g. a line of a song / poem). Texts may be varied in style and purpose, e.g. informative, imaginative, narrative, and descriptive.</p> <p>Can use a dictionary and/or online verb conjugator to include new verbs into his/her own written work with some success.</p>
8+ (A*)	<p>Can cope with a variety of unfamiliar language, using context and surrounding language to infer meaning, and can pick out and translate longer complex phrases/paragraphs or a linguistic item similar to a sentence into English (e.g. a line of a song / poem).</p> <p>Texts may be varied in style and purpose, e.g. informative, imaginative, narrative, and descriptive.</p> <p>Can use include new verbs into his/her own written responses with increasing success.</p>
9-	<p>Can read, understand and translate long complex paragraphs.</p> <p>Can understand a variety of unfamiliar language, including when embedded in familiar complex structures, using context and surrounding language to infer meaning, and translate suitable extracts into English. Texts may be varied in style and purpose, e.g. informative, imaginative, narrative, and descriptive.</p> <p>Can use a dictionary and/or online verb conjugator to include new verbs into his/her own written responses with consistent success.</p>
9 (High A*)	<p>Can read, understand and translate long complex paragraphs.</p> <p>Can understand a variety of unfamiliar language, including when embedded in familiar complex structures, using context and surrounding language to infer meaning, and translate suitable extracts into English. Texts may be varied in style and purpose, e.g. informative, imaginative, narrative, and descriptive.</p> <p>Can use a dictionary and/or online verb conjugator to include new verbs into his/her own written responses with consistent success.</p> <p>Can differentiate between several possible meanings to select the most appropriate dictionary translation with some success.</p>



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9+	<p>Can read, understand and translate long complex paragraphs.</p> <p>Can understand an increasing amount of unfamiliar language, across a wide variety of topics, including that embedded in a range of complex structures, inferring meaning from context and surrounding language, and translate suitable extracts into English. Texts may be varied in style and purpose, e.g. informative, imaginative, narrative, and descriptive.</p> <p>Can differentiate between several possible meanings to select the most appropriate translation with consistent success.</p>
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