

KS3 Specification

2017



MODERN FOREIGN LANGUAGES

Stage Descriptors

RLT Stage Criteria

Stage

1. Imperfect continuous all persons;
 2. Imperfect subjunctive (R);
 3. Passive voice (R) ;
 4. Pluperfect tense;
 5. Gerund;
 6. Present subjunctive;
 7. Desde hace with imperfect (R);
 8. Object pronouns (R);
 9. Position and order of object pronouns (R);
 10. Reflexive pronouns;
 11. Relative pronouns: quien, lo que (R) ;
 12. Disjunctive pronouns (conmigo, para mí);
 13. Demonstrative pronouns (éste, ése, aquél, esto, eso, aquello);
 14. Indefinite pronouns (algo, alguien);
 15. Interrogative pronouns (cuál, qué, quién);
 16. Demonstrative adjectives (este, ese, aquel)
- Reading and listening skills**
17. Understanding more complicated cloze texts and responding.

Stage

1. Imperfect continuous t person;
 2. Pluperfect for reading (R);
 3. Gerund (R) ;
 4. Present subjunctive for reading (R) in certain exclamatory phrases;
 5. Future tense in writing and speaking;
 6. Perfect tense;
 7. Present continuous;
 8. Relative pronouns: all other uses including quien, lo que, el que, cual;
 9. Subjunctive – quisiera;
 10. Indefinite (cada, otro, todo, mismo, alguno) ;
 11. Adverbs of time and place (aqui, alli, ahora, ya) ;
 12. Comparative and superlative: regular and mayor, menor, mejor, peor;
- Reading and listening skills**
13. Understanding a range of literary texts and texts from various; sources including authentic texts;
 14. Understanding and responding to simple cloze texts.
 15. Identifying the exact key pieces of information within a text that may contain amounts of unfamiliar language.
 16. Understanding sentences written / spoken in the imperfect tense.

Stage 9

1. Reflexive pronouns;
2. Present tense regular and irregular verbs, including reflexive verbs; all persons of the verb, singular and plural;
3. Modes of address: tú and usted;
4. Imperfect- an introduction to it.
5. Perfect: most common verbs only;
6. Immediate future all persons;
7. Conditional: gustar only in set phrases;
8. Por and para;
9. Use of desde hace with present tense;
10. Superlative
11. Future tense for Reading / listening (R);

Reading and listening skills

12. Beginning to understand more ambiguous texts where the text can go in different directions;
13. Understanding how to avoid deliberate distractors, pitfalls in a range of texts;
14. Being able to start understanding a range of synonyms and make connections between them. e.g. well paid --- earning lots of money;

Stage 8

1. Present indicative all persons – regular/irregular forms;
2. Radical changing verbs – all persons
3. Reflexive constructions (se puede)
4. Preterite verbs “I” and “we” forms and d person forms for formation of questions
5. Immediate future verbs “I” and “we” forms and d person forms for formation of questions
6. Imperfect in weather expressions with estar, hacer;
7. Comparative
8. Understanding of imperfect in Reading (R);

Reading and listening skills

9. Understanding texts that may make reference to past, present and future;
10. Being able to understand a greater range of opinions;
11. Starting to be able to respond to spoken / written texts answering in the target language in short phrases with a verb;
12. Translating a short text with a few sentences that may make reference to past, present and future tenses;

Stage Descriptors

Stage 7	<ol style="list-style-type: none">1. Present tense – “I”, “He/she” and “we” forms;2. Uses of ser and estar ;3. Immediate future (t, d, d persons) – to confidently use the forms of the future tense in the first / second / third person;4. Common prepositions, including personal a; <p>Reading and listening skills</p> <ol style="list-style-type: none">5. Understanding slightly more complicated texts that make reference to more than one tense;6. Understanding texts that make use of a range of comparatives;7. Give simple short answers to questions in the target language about texts in the target language;8. Translating a text of a few sentences from the target language into English which may involve reference to more than one tense.
Stage 6	<ol style="list-style-type: none">1. Present indicative singular d and d person - regular forms;2. Possessive - other forms of this; (He/she)3. Negative forms – pupils to master using some negatives – don’t / never etc;4. Common conjunctions, including y, pero, o , porque, como, cuando – pupils to confidently use a range of conjunctions in their written work and in speaking;5. Interrogative (como / cuando / donde etc) – Pupils to be able to form simple question forms how / when /where;6. Imperative / following instructions in the target language – Pupils to understand simple imperatives and instructions in the target language;7. Giving opinions with reasons; <p>Reading and listening skills</p> <ol style="list-style-type: none">8. Understanding texts that are at least a paragraph on a range of familiar topics.
Stage 5	<ol style="list-style-type: none">1. Agreement and position of adjectives;2. Possessive short form (mi) – pupils to master the “ my “ form of this and manipulate this according to gender / plural;3. Common adverbial phrases – pupils to master using a range of adverbs / time phrases successfully;4. Present indicative t person singular - regular forms; - and start to manipulate sentences5. Number; quantity, dates; <p>Reading and listening skills</p> <ol style="list-style-type: none">6. Understanding a text that contains a few sentences and may include reference to time phrases and adjectives;7. Understanding simple opinions (positive and negative);8. Translating a text of few sentences (all present tense) into the English.

Stage 4	<ol style="list-style-type: none"> 1. Definite and indefinite articles + singular and plural forms 2. Quantifiers/intensifiers; <p>Reading and listening skills</p> <ol style="list-style-type: none"> 3. Understanding sentences that may link two or more short phrases with a connective.
Stage 3	<ol style="list-style-type: none"> 1. Present indicative t person singular - regular forms; 2. Basic questions – pupils to be able to form a range of simple sentences with the you form; 3. Basic set phrases – pupils to be able to understand a range of simple rubrics /imperatives; 4. Pupils to master numbers -; <p>Reading and listening skills</p> <ol style="list-style-type: none"> 5. Understanding simple instructions; 6. Translating short sentences from the target language into English.
Stage 2	<ol style="list-style-type: none"> 1. Gender –the gender of a range of simple nouns; 2. Subject pronouns – pupils to recognise I, you and he/she pronouns; 3. Sound patterns and basic pronunciation; <p>Reading and listening skills</p> <ol style="list-style-type: none"> 4. Understanding short, simple phrases; 5. Translating short phrases from the target language into English.
Stage 1	<ol style="list-style-type: none"> 1. Simple first person verb forms relating to basic personal information. 2. Numbers – Pupils to master 3. Cognates – Pupils to be recognise a range of words that are the same or very similar to words in English; <p>Reading and listening skills</p> <ol style="list-style-type: none"> 4. Understanding single words; 5. Translating single words from the target language into English.