

The logo for Kettlethorpe High School is located in the top left corner. It features the school's name in a bold, sans-serif font. The word 'Kettlethorpe' is in white, and 'HIGH SCHOOL' is in orange. The background of the logo is a dark blue. The entire top section of the slide is decorated with a stylized roof graphic composed of overlapping geometric shapes in shades of blue and orange, separated by white lines.

**Kettlethorpe**  
**HIGH SCHOOL**

Kettlethorpe High School  
Progression Steps  
Languages

## 9

Performance above and beyond Step 8

## 8

### Listening:

Deduct meaning and understand the overall message in longer passages spoken clearly which include 3 different tenses.

Understand justified opinions and some less familiar vocabulary and structures.

Extract the essential information from familiar passages / dialogues including a range of more complex structures and varied vocabulary.

### Reading:

Understand the overall message and key points of a range of longer texts including at least 3 time frames, opinions, some less familiar vocabulary and more complex grammatical structures.

Work out meanings in longer, authentic texts.

Translate longer passages containing more complex grammatical structures and less common vocabulary into English – identifying tenses and infinitive forms.

### Speaking:

Convey information and develop conversations which narrate events, using high frequency structures. Use a wide range of common vocabulary and grammatical structures referring to past, present and future. Highly accurate pronunciation and intonation.

Respond confidently to unexpected questions and expand / develop answers where appropriate.

### Writing:

Write longer texts for different purposes expressing facts, ideas, giving descriptions, narrations and personal opinions with some justification referring to past, present and future.

Translate longer sentences / short paragraphs containing linked ideas and a variety of vocabulary and grammatical structures.

Writing is mostly accurate and meaning is clear but with some minor errors e.g. spellings, genders, agreements and a few errors with complex structures.

## 7

### Listening:

Understand longer passages which include opinions with reasons, a range of basic grammatical structures and references to three time frames spoken clearly.

Understand a range of opinions, varied vocabulary and structures.

### Reading:

Understand a range of short and longer texts which include opinions and refer to three time frames

Read and respond to questions on short authentic texts.

Translate short passages containing a variety of complex structures / vocabulary into English.

Use context to work out the meaning from more challenging texts identifying whether information is true, false or not given.

### Speaking:

Take part in extended conversations expressing and justifying opinions, giving details and referring to three time frames.

Use a range of common vocabulary and grammatical structures and adapt familiar language. Ask and answer questions spontaneously, adapting models and questions to give information. Accurate pronunciation and intonation, applying phonics knowledge.

### Writing:

Write at greater length using three time frames. Use style and register appropriately.

Translate longer sentences containing tenses and a range of structures.

## 6

### Listening:

Understand short and longer passages including opinions with reasons, a range of basic grammatical structures and references to present and another tense spoken clearly.

Understand a range of opinions, varied known vocabulary and structures.

### Reading:

Understand a range of short and longer texts containing familiar topic information. Have an awareness of past or future tenses and identify these in written passages.

Translate longer sentences into English showing awareness of familiar grammar.

Identify positive, negative and combination opinions, identifying complex structures such as negations, intensifiers and connectives.

### Speaking:

Conduct short conversations on a range of topics, describing information, expressing opinions, giving reasons, justifications and referring to two time frames.

Show spontaneity by asking and answering some simple basic questions.

Use increasingly accurate pronunciation and intonation – demonstrating knowledge of key phonics rules

### Writing:

Write short texts on a range of topics, giving and receiving information and opinions and referring to the present and another time frame.

Use style and register appropriately.

Translate longer sentences containing linked ideas into French.

## 5

### Listening:

Understand short passages including opinions with reasons, details and reference to two tenses. Understand the main details in a short passage or dialogue.

### Reading:

Understand a range of short and longer texts containing predictable information - including opinions in the present tense and have an awareness of other tenses.

Use processes to work out meaning in short authentic texts. (E.g. adverts. poems, songs). Recognise key verbs.

Translate longer sentences into English showing awareness of familiar grammar

### Speaking:

Conduct short conversations on a range of familiar topics, expressing opinions and giving justifications. Show spontaneity by asking and answering some simple basic questions.

Refer to the present tense and another tense.

Use increasingly accurate pronunciation and intonation – recalling accurate phonics rules.

### Writing:

Write short texts to answer basic questions giving and seeking information with justified opinions, referring to the present tense and another time frame. Translate short familiar passages into French.

Write a short paragraph using familiar language and taught structures.

## 4

### Listening:

Identify key information and subtle details (such as specific opinions) from a range of familiar topic areas and some unfamiliar ones

### Reading:

Understand the main points, opinions, the overall message and some detail including predictable information on familiar topics, referring to the present tense.

Translate simple sentences of familiar grammar and vocabulary into English.

### Speaking:

Conduct simple conversations using basic sentences referring to the present tense and using simple connectives and giving opinions.

Describe and give information in short dialogues using familiar topical vocabulary and common grammatical structures.

Speak spontaneously producing short phrases independently.

### Writing:

Write short texts using basic sentences of memorised language simple connectives in the present tense. Convey opinions with simple reasons and link sentences together.

Translate simple sentences containing familiar words/structures into French.

Use a writing frame - replacing words and phrases accurately.

## 3

### Listening:

Identify the main ideas and some details in continuous passages of French based on familiar topics. Recognise positive and negative opinions.

### Reading:

Understand the main points and basic opinions in short texts using familiar language. Translate familiar words and short phrases into English.

Use context to help identify new unknown words.

### Speaking:

Ask and answer pre-prepared questions with support on familiar topics.

Express simple opinions and respond to others.

Use simple phrases to describe people, places, things and actions, with understandable pronunciation.

### Writing:

Write a few short sentences with support giving information and basic opinions.

Translate familiar words and short phrases into French. Change single elements in sentences to create new sentences.