



LOWER SCHOOL GRADE DESCRIPTORS

FRENCH

YEAR 7	4	Pupils develop the four skills – reading, listening, speaking and writing – through the topics of personal information, school life and opinions. They learn the correct pronunciation of the sounds of the words they meet, and they encounter the acute (é), grave (è) and circumflex (ê) accents. They understand the concept of the gender of nouns, plurality and adjectival agreement and they are able to express these concepts orally and in writing. Pupils are able to differentiate between the definite (<i>the</i>) and indefinite (<i>a, an, some</i>) articles, and they understand when the <i>L</i> needs to be used. Pupils use <i>je suis, j'ai, c'est</i> and regular <i>-er</i> verbs. Through opinions, pupils understand <i>ne... pas (n'... pas)</i> as negation. They are also able to give reasons and justifications using <i>parce que / parce qu', car, puisque / puisqu'</i> and <i>comme</i> .
	5	The topics of free time activities, where I live, going on holiday, describing films, TV shows, books and internet use are all covered. Pupils learn verbs followed by <i>à/de (jouer au foot / faire de la rando)</i> and they also encounter the present tense of the following key irregular verbs – <i>aller, faire, avoir</i> and <i>être</i> . Modal verbs – <i>pouvoir, vouloir</i> and <i>devoir</i> are also introduced. Pupils learn how to refer to future events through the near future (<i>je vais visiter le château</i>) and they also meet the perfect tense of regular <i>-er</i> verbs with <i>avoir</i> for the first time. Negation is expanded with the introduction of <i>ne... jamais</i> in the topic of television. Pupils expand their range of vocabulary with the use of intensifiers (<i>très, un peu, assez, trop de, beaucoup de</i>). They understand simple prepositions (<i>sur, derrière, sous, dans</i>).
YEAR 8	6	Through the topic of a holiday in Paris, pupils learn how to produce the perfect tense of regular <i>-ir</i> and <i>-re</i> verbs, irregular <i>avoir</i> verbs (such as <i>boire, lire, fait, prendre, voir</i>) and the DR MRS VAN DER TRAMP verbs which take <i>être (je suis allé)</i> . They also encounter the imperfect tense for the first time, to give opinions in the past with <i>c'était</i> and <i>j'étais</i> . Negation in the perfect tense (<i>je n'ai pas joué</i>) and questions are covered. In the topic of myself and my interests, pupils revisit adjectives through personal qualities and clothing, and they learn about reflexive verbs in the context of relationships and daily routine. Through the theme of local area and home life, pupils encounter the comparative. They are able to refer to the past, present and future successfully, using the correct tenses and time expressions, and they meet <i>depuis</i> plus the present tense. In the context of a talent show, pupils learn the superlative (<i>Michelle est la plus douée</i>).
YEAR 9	7	The future simple of regular and common irregular verbs (<i>je boirai, ils viendront</i>) is encountered through the topic of a healthy lifestyle and future employment. Pupils also learn the conditional tense in the context of a dream holiday. The following pronouns are introduced – direct object pronouns (<i>je les trouve, il l'adore</i>), <i>y (on y habite, j'y joue)</i> and <i>en (j'en ai acheté)</i> . Pupils learn how to form and use the imperfect tense (<i>quand j'étais plus jeune, je mangeais trop de bonbons</i>) and they understand when to use the imperfect and the passé composé correctly. Modal verbs in the past are used correctly and pupils reinforce their understanding of all three time frames.
	EP	In order to achieve EP, pupils demonstrate a very secure command of the language features in 7 above. They are able to use <i>si</i> clauses with different tenses (<i>s'il pleut, je resterai à la maison; si j'avais de l'argent, j'achèterai une nouvelle maison</i>). Indirect pronouns are used confidently (<i>je lui ai donné un cadeau</i>) and pupils show an impressive array of vocabulary, including evidence that they have undertaken their own research. Reflexive verbs in the past are used securely (<i>nous nous sommes disputés</i>) and pupils move effortlessly between tenses, demonstrating control and excellent understanding.



LOWER SCHOOL GRADE DESCRIPTORS

SPANISH

YEAR 7	4	Pupils develop the four skills – reading, listening, speaking and writing – through the topics of personal information, school life, free time and family and friends. They learn the gender of nouns, along with the definite (<i>el, la, los, las</i>) and indefinite articles (<i>un, una, unos, unas</i>). Pupils learn numbers, how to say the alphabet and spell words in Spanish, and they discover the sounds of the language. Adjectives are encountered and pupils learn how to make these agree with feminine and plural nouns. They also use the possessive adjectives <i>mi, mis, tu, tus</i> and <i>su, sus</i> in the context of family and friends. Pupils meet regular <i>-ar, -er,</i> and <i>-ir</i> verbs in the present tense, along with the following common irregular verbs in the present tense: <i>tener, ser, estar</i> and <i>hacer</i> . Opinions are expressed using <i>(no) me gusta(n)</i> and <i>me encanta(n)</i> . Pupils begin to use subordinate clauses with the introduction of <i>cuando</i> plus the present tense, e.g. <i>cuando hace sol, me gusta jugar al tenis</i> .
	5	Pupils expand their range of tenses with <i>ir a</i> plus the infinitive to express the near future in the context of home and home town, holidays and free time. They also learn the preterite (simple past) for both regular (<i>-ar, -er,</i> and <i>-ir</i>) and irregular verbs such as <i>ir, ser, hacer</i> and <i>ver</i> . <i>Querer</i> and <i>poder</i> are added to the list of irregular verbs in all three time frames studied to this point. Pupils expand their range of opinions and justification using <i>porque, dado que, por lo tanto,</i> and they also gained a command of different time expressions to use in different tenses. Pupils encounter <i>unos</i> and <i>muchos</i> (some, many) and they broaden their range of vocabulary with the use of intensifiers (<i>muy, un poco, bastante, demasiado</i>). They also learn how to make comparisons with <i>más... que</i> and <i>menos... que</i> .
YEAR 8	6	Negative sentences are expanded with the introduction of <i>nada, nadie</i> and <i>no...ni...ni</i> . Pupils widen their vocabulary through the topics of food (likes, dislikes, organising a party, going to a restaurant) and free time (arranging to meet, making suggestions and giving excuses), and these topics allow pupils to encounter the formal address with <i>usted / ustedes</i> . Reflexive verbs appear in the context of daily routine and pupils learn some expressions with <i>tener</i> . Pupils recognise the imperative and they learn how to use the conditional through <i>me gustaría</i> plus the infinitive. There is a focus on using three time frames correctly, with revision and expansion of the preterite, along with the introduction of the future simple and revision of the near future. Pupils encounter the superlative and also learn the demonstrative adjectives <i>este, esta, estos, estas</i> and <i>ese, esa, esos, esas</i> .
YEAR 9	7	The range of tenses covered in Lower School are finalised with a focus on the imperfect tense and the conditional tense, both in the context of towns and cities. Pupils learn about direct object pronouns and word order. They also use verbs of obligation such as <i>se debe(n), se debería, tener que</i> and <i>hay que</i> . Pupils learn about future career options, global issues and healthy living. There is also greater emphasis on cultural understanding through a study of Madrid and festivals. Pupils are able to talk about ailments, use the impersonal verb <i>doler (me duele(n))</i> and they add to the expressions that follow <i>tener</i> . Reflexive verbs and stem-changing verbs are revisited in all tenses studied and pupils also develop their translation and proof-reading skills at this level.
	EP	In order to achieve EP, pupils demonstrate a very secure command of the language features in 7 above. They use the subjunctive after <i>cuando</i> to refer to the future and they have a very secure command of all tenses covered. Pupils show an impressive array of vocabulary, including evidence that they have undertaken their own research. Pupils use idiomatic expressions and language features such as the absolute superlative with confidence and style. There is a clear enjoyment in the construction of interesting and sophisticated structures used in oral and written expression.



LOWER SCHOOL GRADE DESCRIPTORS

GERMAN

YEAR 7	4	Pupils develop the four skills – reading, listening, speaking and writing – through the topics of personal information, pets, family life, school life and hometown. They learn the correct pronunciation of German words and how the umlaut changes the sound of a vowel. Pupils learn definite (<i>der, die, das</i>) and indefinite (<i>ein, eine, ein</i>) articles and the genders of nouns. Regular present tense verbs are taught, along with the most common irregular verbs, and pupils are also able to use the negatives <i>nicht</i> and <i>kein</i> . Verbs of opinion such as <i>ich denke, ich finde, ich hätte gern, ich hasse</i> can be followed with reasons and justifications using <i>denn</i> and <i>weil</i> , and pupils understand the importance of word order, with the verb going to the end of the sentence after <i>weil</i> . Simple conjunctions can be used to make longer sequences – <i>und, aber, oder</i> . Pupils understand the accusative, e.g. <i>ich habe einen Tisch</i> .
	5	Pupils add key separable verbs – <i>fernsehen, einkaufen, aufräumen</i> – to their understanding of the present tense. Their ability to manipulate language increases by using time phrases such as <i>nie, immer, um 7 Uhr</i> at the start of a sentence. They learn the verbs <i>mögen, möchten, können</i> and <i>dürfen</i> . The future tense is taught and pupils are able to communicate using two time frames. The intensifiers <i>ziemlich</i> and <i>sehr</i> allow pupils to make their writing and opinions more interesting. Understanding of cases is expanded through the introduction of prepositions that take the dative – <i>im</i> and <i>auf dem</i> . Pupils start to look at the perfect tense of regular verbs with <i>haben</i> , along with past time phrases.
YEAR 8	6	Through the topic of holidays, pupils develop their understanding of the perfect tense and add verbs which use <i>sein</i> in this tense, e.g. <i>ich bin gefahren</i> . The topic of holidays provides the opportunity for three time frames to be used and pupils communicate effectively using time expressions and correctly conjugated verbs. They also encounter <i>seit</i> plus the present tense and all modal verbs in the present tense. Other topics covered include media, healthy living, daily routine, going out and fashion. Pupils are able to make comparisons and use the superlative effectively – <i>Marie ist kleiner als Anna, Marie ist am kleinsten</i>) and they master adjective endings. More understanding of word order is gained through the study of <i>wenn</i> . Reflexive verbs allow pupils to talk about their daily routine and relationships.
YEAR 9	7	The imperfect tense affords the ability to talk about the past in greater detail, and the conditional tense is also taught, allowing pupils to speculate on what they would or could do. Topics covered include role models, music, ambitions, childhood and youth rights. Word order continues to be a focus, with subordinating clauses signifying the need for verb, comma, verb. Pupils broaden their range of subordinating conjunctions with <i>als</i> and <i>obwohl</i> (along with the word order that is required following these), and they also encounter <i>um... zu</i> . Prepositions with the dative (<i>mit meinem Bruder</i>), the accusative (<i>für die Mütter</i>) and both (<i>ins Kino / im Kino</i>) are studied and mastered. Modal verbs can be used successfully in the past e.g. <i>ich musste meine Hausaufgaben machen</i> .
	EP	In order to achieve EP, pupils demonstrate a very secure command of the language features in 7 above. They can also use the pluperfect tense effectively and use this tense in <i>nachdem</i> clauses. The level of complexity of language is greater, with more interesting vocabulary used and other subordinating conjunctions such as <i>bevor</i> used confidently and accurately. Pupils use all language features learnt so far with accuracy and stylishly, including a variety of reflexive and modal verbs in different tenses.