

Strand A	PreStep	1st Step	2nd Step	3rd Step	4th Step	5th Step	6th Step	7th Step	8th Step	9th Step	10th Step
L i s t e n i n g	Demonstrate understanding of words and phrases, spoken clearly and repeated if necessary.	Demonstrate understanding of a range of phrases and simple opinions, spoken clearly. May include phrases with more than one key bit of information. May include exchanges with a single question, repeated in each listening item. Transcribe familiar words.	Demonstrate understanding of main points and opinions from a few related sentences, spoken clearly. May include simple reasons for opinions. May include short exchanges using 2–3 questions with brief answers. May include occasional complex sentences (with linked or sub-clauses). May include very short exchanges with infinitive structures. Transcribe short phrases.	Demonstrate understanding of main points and opinions (possibly with reasons) from a sequence of related sentences using a range of vocabulary. Should generally include short phrases and common verbs in the present tense, spoken clearly. May include some complex sentences (with linked or with sub-clauses). May include simple sentences with infinitive structures. May include simple short items in a tense other than the present when first taught (with no other tenses in the mix). Transcribe familiar short phrases.	Demonstrate understanding of main points, opinions with reasons and some details in short passages which include reference to a single time frame (present, future or past), spoken clearly (covering some grammar up to and including the 5th Step). Characterised by a wider variety of language (possibly from more than one topic area) and structures, e.g. sentences with linked or sub-clauses, or some infinitive structures. Transcribe short phrases.	Demonstrate understanding of main points, opinions with reasons, justifications and details in a range of short passages which include two time frames (present–future, present–past, past–future), spoken clearly (covering some grammar up to and including the 6th Step). Transcribe longer phrases.	Demonstrate understanding of a range of short and longer passages which include opinions with reasons, justifications, details and reference to three time frames (present, future and past) (covering some grammar up to and including the 7th Step). Transcribe sentences.	Deduce meaning and demonstrate understanding of overall message, key points and details in a range of longer passages (including some authentic sources, adapted or abridged) which include a range of at least three different tenses, justified opinions and some less familiar, as well as familiar, language and grammatical structures (covering some grammar up to and including the 8th Step), spoken clearly.	Deduce meaning and demonstrate understanding of overall message and detail in longer passages (including authentic sources, adapted or abridged) which include a range of at least three different tenses, justified opinions and some more complex grammatical structures (covering some grammar up to and including the 9th Step) and less familiar vocabulary, spoken clearly.	Demonstrate recognition of themes and ideas in longer passages (including authentic sources, adapted or abridged) covering some contemporary and cultural themes, including some different types of complex tenses and grammatical structures (covering some grammar up to and including the 10th Step) and some less common vocabulary, spoken clearly.	Extract and evaluate information in longer passages (including authentic sources, adapted or abridged) covering a wide range of contemporary and cultural themes, including some more abstract ideas, different types of spoken language, a combination of complex tenses and grammatical structures (covering some grammar up to and including the 11th Step) and some uncommon vocabulary, spoken clearly.
S p e a k i n g	Say single words and short phrases with support. (Lexical repetition - no manipulation of grammar.) Imitate a model of correct pronunciation and intonation.	Answer simple questions. Give basic information and opinions, using familiar vocabulary. (Lexical repetition - no manipulation of grammar.) Ask and answer occasional simple questions that have been learnt lexically. Begin to show awareness of sound patterns.	Ask and answer a few different simple questions in the present tense. May include opinions/simple reasons. At times showing awareness of grammatical patterns and an ability to manipulate grammar. May include occasional complex sentences (with linked or sub-clauses). May include very short exchanges with infinitive structures.	Ask and answer a range of simple questions. Showing some awareness of how to manipulate grammatical structures. Take part in dialogues, using short phrases, and sometimes more complex sentences (with linked or sub-clauses) or opinions with reasons, referring to the present. May include use of occasional phrases with infinitive structures. May include simple short sentences in a tense other than the present when first taught (with no other tenses in the mix). May include one or more exchange. The complexity of the answers given is key. Describe and give information in short dialogues using a range of vocabulary and common grammatical structures. This might include describing a picture at some length.	Take part in conversations, and describe and give information, referring to a single time frame (present, future or past). May include opinions with more detailed reasons. May include a range of vocabulary (from more than one topic area) and a range of common grammatical structures, including some structures with the infinitive (if talking about the present) or sentences with more than one clause or sub-clauses (covering some grammar up to and including the 5th Step). Begin to speak spontaneously (e.g. by giving an unsolicited opinion).	Take part in longer conversations, describing, informing, giving details and expressing and justifying opinions. Use a range of common vocabulary and grammatical structures (covering some grammar up to and including the 6th Step), referring to referring to two time frames (present–future, present–past, past–future).	Take part in conversations, using a range of common vocabulary and grammatical structures (covering some grammar up to and including the 7th Step), referring to three time frames (present, past and future). Demonstrate spontaneity by asking unsolicited questions, and expand answers. Use increasingly accurate pronunciation and intonation.	Initiate and develop conversations on a variety of topics. Use and adapt language for new purposes and narrate events. Occasionally use some less common vocabulary and some more complex grammatical structures (covering some grammar up to and including the 8th Step) and using at least three tenses. Demonstrate spontaneity by asking unsolicited questions, responding to unexpected questions and points of view, and expanding answers where appropriate. Begin to use coping strategies to deal with unknown words and phrases. Use pronunciation and intonation which are mostly accurate.	Initiate and develop discussions on a wide variety of topics, using appropriate register. Narrate events coherently. Use some less common vocabulary, more complex grammatical structures (covering some grammar up to and including the 9th Step) and at least three tenses. Demonstrate spontaneity by asking unsolicited questions, responding to unexpected questions and points of view, and expanding answers where appropriate. Use coping strategies to deal with unknown words and phrases. Use pronunciation and intonation which are mostly accurate.	Use language creatively to exchange and justify a range of thoughts and opinions. Initiate, develop and sustain conversations and discussions with some expansion. Narrate events and express own opinions and thoughts on a wide range of topics. Use a range of less common vocabulary, more complex grammatical structures (covering some grammar up to and including the 10th Step) and a range of tenses including less common tenses such as the imperfect and the present continuous. Interact naturally, with little hesitation and little rephrasing. Use pronunciation and intonation which would be understood by a native speaker with some clarification or repetition.	Use language creatively to exchange and justify a range of thoughts and opinions. Initiate, develop, sustain and expand longer conversations and discussions independently. Use a wide range of less common vocabulary, more complex grammatical structures (covering some grammar up to and including the 11th Step) and a range of tenses including less common tenses such as the conditional. Interact naturally, with occasional hesitation. Use pronunciation and intonation which would be understood by a native speaker with occasional clarification or repetition.
R e a d i n g	Demonstrate understanding of familiar written words and phrases. Read words and simple phrases aloud. Translate words into English.	Demonstrate understanding of a range of written phrases and simple opinions. May include phrases with more than one key bit of information. Match sound to print by reading aloud words and phrases. Translate short phrases into English.	Demonstrate understanding of main points and simple opinions in a sequence of related sentences. May include deducing the odd word using strong contextual clues and cognates. May include occasional complex sentences with linked or sub-clauses. May include single short items with infinitive structures. Translate short, simple sentences into English, showing awareness of grammar up to and including the 3rd Step.	Demonstrate understanding of main points and opinions with reasons in short written texts using a range of vocabulary. May include some complex sentences with linked or sub-clauses, and common verbs in the present tense. May include occasional phrases with infinitive structures. May include simple short sentences in a tense other than the present when first taught (with no other tenses in the mix). May include deducing a few simple words using strong contextual clues and cognates. Translate short sentences into English, showing awareness of grammar up to and including the 4th Step.	Demonstrate understanding of main points, opinions with reasons and details in short written texts, which include reference to the present or the future involving a single time frame (present, future or past), (covering some grammar up to and including the 5th Step). Characterised by a wider variety of language (possibly from more than one topic area) and structures, e.g. sentences with sub-clauses, and some infinitive structures. May occasionally require pupils to deduce the meanings of words. Use a bilingual dictionary or glossary to look up unfamiliar words. Understand short texts written for target-language learners (e.g. songs, simple poems). Translate longer sentences into English, showing awareness of grammar up to and including the 5th Step.	Demonstrate understanding of main points, overall message, including opinions with reasons, justifications, and details in short written texts covering two time frames (present–future, present–past, past–future). Should ideally include some complex sentences with multiple or sub-clauses. Understand short authentic texts adapted for target-language learners (e.g. menus, short adverts, short messages, short conversations). Translate longer, more complex sentences into English, showing awareness of grammar up to and including the 6th Step.	Demonstrate understanding of a range of short and longer texts which include justified opinions and refer to the present, the past and the future (covering some grammar up to and including the 7th Step). Read short authentic texts (e.g. adapted adverts, information leaflets, poems and songs). Translate short passages into English, showing awareness of grammar up to and including the 7th Step, especially tenses.	Deduce meaning and understand detail in longer texts, including extracts from literary texts, which include a range of at least three different tenses, justified opinions, some unfamiliar, as well as familiar, language and some more complex structures (covering some grammar up to and including the 8th Step). Use reading strategies to work out meaning in a variety of short and longer authentic texts (e.g. emails and short magazine extracts, and adapted or abridged short stories). Translate into English short passages containing a range of tenses and grammatical structures, including grammar up to and including the 8th Step.	Deduce meaning in longer texts, including extracts from literary texts, which include a combination of different tenses, opinions, some more complex grammatical structures (covering some grammar up to and including the 9th Step) and some less common vocabulary. Understand longer authentic texts (e.g. news magazine articles, email exchanges and extracts from plays). Translate into English longer passages containing a range of tenses and grammatical structures, including grammar up to and including the 9th Step.	Draw inferences from longer texts, including extracts from literary texts. Respond to information in texts, including authentic sources containing occasional unfamiliar material (e.g. international news articles, factual websites), which include a combination of complex tenses, complex grammatical structures (covering some grammar up to and including the 10th Step) and less common vocabulary. Translate into English longer passages containing some less common vocabulary and more complex grammatical structures.	Draw inferences and organise and present relevant details from a range of longer texts, including extracts from literary texts. Respond to key information, themes and ideas and scan for meaning in authentic texts (e.g. autobiographies, letters presenting persuasive arguments) containing a combination of complex tenses and grammatical structures (covering some grammar up to and including the 11th Step) and some unfamiliar material. Translate into English longer passages containing a range of less common vocabulary and more complex grammatical structures.
W r i t i n g	Complete short phrases or sentences. Write single words or very short phrases. Translate familiar words into the target language, with support.	Write a few short sentences with support, giving basic information and using the present tense of frequently-used verbs. Write some familiar words from memory. Spelling and accents may not be accurate, but the meaning is clear. Translate familiar short phrases into the target language. (Reproduced lexically - no manipulation of grammar.)	Write several short sentences with support to give information and express simple opinions, using the present tense of frequently-used verbs. At times showing awareness of grammatical patterns and an ability to manipulate grammar. May include occasional complex sentences with linked or sub-clauses. May include short items with infinitive structures. Translate short sentences into Spanish, at times showing some ability to manipulate grammar. Increasing accuracy in using straightforward language and meaning is clear, but there may be major errors.	Write several short, linked sentences to give information and express simple opinions, referring to the present, using a range of vocabulary. May sometimes include more complex phrases with sub-clauses, linked clauses, or opinions. May include use of occasional phrases with infinitive structures. May include simple short items in the perfect tense. Translate longer, more complex phrases into the target language. May include a set of simple sentences in a tense other than the present (with no other tenses in the mix). Showing awareness of how to manipulate grammatical structures. Generally accurate in using straightforward language and meaning is clear, but there may be major errors with verbs.	Write short texts for different purposes, referring to a single time frame (past, present or future). May include opinions and reasons. May include a range of vocabulary (from more than one topic area). May include a range of common grammatical structures, including some structures with the infinitive (if talking about the present) or sentences with more than one clause or sub-clauses. Express opinions and give simple reasons. Translate even more complex sentences into the target language (in one time frame).	Write short texts for different purposes, referring to two time frames (present–future, present–past, past–future). Should include some complex structures, e.g. multiple clauses or sub-clauses in some sentences. Write texts describing, informing, giving details and expressing and justifying opinions. Translate longer sentences into the target language (covering some grammar up to and including the 6th Step) and referring to two time frames (within the set of sentences). Generally accurate in using straightforward language and meaning is clear, but there may be minor errors with verbs.	Write short texts in a range of contexts, giving and seeking information and opinions and referring to the present, the past and the future. Use style and register appropriately in familiar settings. Translate short passages into the target language (covering some grammar up to and including the 7th Step) containing a range of familiar words and grammatical structures. Mostly accurate and meaning is clear, but with some minor errors (e.g. spellings, genders, agreements) and an occasional major error (e.g. with verbs and tenses).	Write coherent longer texts on a variety of topics, containing descriptions, narrations and personal opinions with justification, using at least three tenses. Link sentences and paragraphs, and structure ideas. Translate into the target language short passages containing a variety of vocabulary and grammatical structures (covering some grammar up to and including the 8th Step). Mostly accurate and meaning is clear, but with some minor errors (e.g. spellings, genders, agreements) and some errors with more complex structures.	Write extended texts on a variety of topic areas, containing detailed descriptions, narrations and well-justified personal opinions, using at least three tenses. Link sentences and paragraphs, structure ideas and adapt previously-learned language. Use a variety of grammatical structures accurately, including some more complex forms. Use familiar language creatively. Translate into the target language longer passages containing a variety of vocabulary and grammatical structures (covering some grammar up to and inc. the 9th Step). Mostly accurate and meaning is clear, with only isolated minor errors (e.g. spellings, genders, agreements) and occasional errors with complex structures.	Write coherent extended texts on a wide variety of topic areas, using language effectively to narrate, inform, interest and convince. Use language creatively to express individual thoughts, ideas and points of view. Use a range of grammatical structures and a combination of tenses (inc. less common tenses such as the imperfect, or the present continuous / gerund). Translate into the target language longer passages containing some less common vocabulary and more complex grammatical structures (covering some grammar up to and inc. the 10th Step). Mostly accurate and meaning is clear, with only isolated minor errors (e.g. spellings, genders, agreements) and occasional errors with complex structures.	Manipulate language to produce long sequences of mainly fluent writing with some extended, well-linked sentences. Expand on the main points, using a wide variety of vocabulary and grammatical structures (covering some grammar up to and including the 11th Step), with frequent examples of complex structures and a range of tenses (including less common tenses such as the conditional) and less common language. Translate into the target language longer passages containing a range of less common vocabulary and more complex grammatical structures. Mostly accurate, with isolated minor errors.