**Comparison of National Curriculum Levels 1-6 with Languages Ladder Grades 1-6**

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| **National Curriculum Levels** | **Languages Ladder Grades** |
| **Attainment target 1:** Listening and responding | Listening |
| **Level 1**  Pupils show that they understand a few familiar spoken words and phrases. They understand speech spoken clearly, face to face or from a good-quality recording. They may need a lot of help, such as repetition or gesture. | **Grade 1**  I can understand a few familiar spoken words and phrases. |
| **Level 2**  Pupils show that they understand a range of familiar spoken phrases. They respond to a clear model of standard language, but may need items to be repeated. | **Grade 2**  I can understand a range of familiar spoken phrases. |
| **Level 3**  Pupils show that they understand the main points from short spoken passages made up of familiar language. They identify and note personal responses. They may need short sections to be repeated. | **Grade 3**  I can understand the main points from a short spoken passage made up of a familiar language. |
| **Level 4**  Pupils show that they understand the main points and some of the detail from spoken passages made up of familiar language in simple sentences. They may need some items to be repeated. | **Grade 4**  I can understand the main points and some of the detail from a spoken passage made up of familiar language in  simple sentences. |
| **Level 5**  Pupils show that they understand the main points and opinions in spoken passages made up of familiar material from various contexts, including present and past or future events. They may need some repetition. | **Grade 5**  I can understand the main points and opinions in spoken passages made up of familiar material from various contexts. |
| **Level 6**  Pupils show that they understand the difference between present, past and future events in a range of spoken material that includes familiar language in less familiar contexts. They identify and note the main points and specific details. They need little repetition. | **Grade 6**  I can understand the difference between  present and past and future  events in a range of spoken material. |

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| **National Curriculum Levels** | **Languages Ladder Grades** |
| **Attainment target 2:** Speaking | Speaking |
| **Level 1**  Pupils say single words and short, simple phrases in response to what they see and hear. They may need considerable support from a spoken model and from visual clues. They imitate correct pronunciation with some success. | **Grade 1**  I can say and repeat single words and short simple phrases. |
| **Level 2**  Pupils answer simple questions and give basic information. They give short, simple responses to what they see and hear, and use set phrases. Their pronunciation shows an awareness of sound patterns and their meaning is clear. | **Grade 2**  I can answer simple questions and give basic information. |
| **Level 3**  Pupils ask and answer simple questions and talk about their interests. They take part in brief prepared tasks, using visual or other clues to help them initiate and respond. They use short phrases to express personal responses. Although they use mainly memorised language, they occasionally substitute items of vocabulary to vary questions or statements. | **Grade 3**  I can ask and answer simple questions and talk about my interests. |
| **Level 4**  Pupils take part in simple conversations, supported by visual or other cues, and express their opinions. They begin to use their knowledge of grammar to adapt and substitute single words and phrases. Their pronunciation is generally accurate and they show some consistency in their intonation. | **Grade 4**  I can take part in a simple conversation and I can express my opinions. |
| **Level 5**  Pupils give a short prepared talk that includes expressing their opinions. They take partin short conversations, seeking and conveying information, opinions and reasons in simple terms. They refer to recent experiences or future plans, as well as everyday activities and interests. They vary their language and sometimes produce more extended responses. Although there may be some mistakes, pupils make themselves understood with little or no difficulty. | **Grade 5**  I can give a short prepared talk, on a topic of my choice, including expressing my opinions. |
| **Level 6**  Pupils give a short prepared talk, expressing opinions and answering simple questions about it. They take part in conversations, using a variety of structures and producing more detailed or extended responses. They apply their knowledge of grammar in new contexts. Although they may be hesitant at times, pupils make themselves understood with little or no difficulty and with increasing confidence. | **Grade 6**  I can give a short prepared talk, expressing opinions and answering simple questions about it, using a variety of structures. |

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| **National Curriculum Levels** | **Languages Ladder Grades** |
| **Attainment target 3:** Reading and responding | Reading |
| **Level 1**  Pupils recognise and read out a few familiar words and phrases presented in clear script in a familiar context. They may need visual clues. | **Grade 1**  I can recognise and read out a few familiar words and phrases. |
| **Level 2**  Pupils show that they understand familiar written phrases. They match sound to print by reading aloud familiar words and phrases. They use books or glossaries to find out the meanings of new words. | **Grade 2**  I can understand and read out familiar written phrases. |
| **Level 3**  Pupils show that they understand the main points and personal responses in short written texts in clear printed script made up of familiar language in simple sentences. They are beginning to read independently, selecting simple texts and using a bilingual dictionary or glossary to look up new words | **Grade 3**  I can understand the main points from a short written text in clear printed script. |
| **Level 4**  Pupils show that they understand the main points and some of the detail in short written texts from familiar contexts. When reading on their own, as well as using a bilingual dictionary or glossary, they begin to use context to work out the meaning of unfamiliar words. | **Grade 4**  I can understand the main points and some of the detail from short written texts in familiar contexts. |
| **Level 5**  Pupils show that they understand the main points and opinions in written texts from various contexts, including present, past or future events. Their independent reading includes authentic materials. They are generally confident in reading aloud, and in using reference materials. | **Grade 5**  I can understand the main points and opinions in written texts from various contexts. |
| **Level 6**  Pupils show that they understand the difference between present, past and future events in a range of texts that include familiar language in less familiar contexts. They identify and note the main points and specific details. They scan written material for stories or articles of interest and choose books or texts to read independently, at their own level. They are more confident in using context and their knowledge of grammar to work out the meaning of unfamiliar language. | **Grade 6**  I can understand the difference between present, past and future events in a range of texts. |

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| **National Curriculum Levels** | **Languages Ladder Grades** |
| **Attainment target 4:**Writing | Writing |
| **Level 1**  Pupils write or copy simple words or symbols correctly. They label items and select appropriate words to complete short phrases or sentences. | **Grade 1**  I can write or copy simple words or symbols correctly. |
| **Level 2**  Pupils write one or two short sentences, following a model, and fill in the words on a simple form. They label items and write familiar short phrases correctly. When they write familiar words from memory, their spelling may be approximate. | **Grade 2**  I can write one or two short sentences to a model and fill in the words on a simple form. |
| **Level 3**  Pupils write a few short sentences, with support, using expressions that they have already learnt. They express personal responses. They write short phrases from memory and their spelling is readily understandable. | **Grade 3**  I can write a few short sentences with support, using expressions which I have already learnt. |
| **Level 4**  Pupils write short texts on familiar topics, adapting language that they have already learnt. They draw largely on memorised language. They begin to use their knowledge of grammar to adapt and substitute individual words and set phrases. They begin to use dictionaries or glossaries to check words they have learnt. | **Grade 4**  I can write a short text on a familiar topic, adapting language which I have already learnt. |
| **Level 5**  Pupils write short texts on a range of familiar topics, using simple sentences. They refer to recent experiences or future plans, as well as to everyday activities. Although there may be some mistakes, the meaning can be understood with little or no difficulty. They use dictionaries or glossaries to check words they have learnt and to look up unknown words. | **Grade 5**  I can write a short text on a range of familiar topics, using simple sentences. |
| **Level 6**  Pupils write texts giving and seeking information and opinions. They use descriptive language and a variety of structures. They apply grammar in new contexts. Although there may be a few mistakes, the meaning is usually clear. | **Grade 6**  I can write a text, giving and seeking information and opinions, using a variety of structures. |