



SVC German Learning Pathway - Year 8



| LP | Listening and responding | Speaking and production | Reading and Responding | Writing/ from memory / creatively/ with support or direction |
|-----|--|---|--|---|
| 8-9 | Students can understand a range of longer and complex spoken passages set in a variety of contexts, which contain a range of tenses and structures and some unfamiliar language. Students can pick out the main details from spoken passages and answer questions about them in German and English. | Students can speak independently with lots of different vocab and sentence types, which now include more complex connectives and items of higher level vocabulary with correct word order and adjective endings rules. Students are very confident with topics they know well, and can speak about them quite fluently. Students can combine language they have learned from all the topics they have studied. Students can adapt new language and make new sentences / paragraphs with it applying the grammar rules accurately. Students can use language, fairly accurately, from independent study, from different sources like dictionaries and texts. Students can be accurate with familiar language, but may make mistakes when trying out new things for the first time. Students can use 3 tenses accurately. | Students can understand a range of longer and complex texts in different genres which contain a range of tenses and structures and some unfamiliar language. Students can pick out the main details from texts and answer questions about them in German and English. Students can translate short paragraphs accurately into English. | Students can write a paragraph from memory of at least 6 sentences, on one particular topic and their sentences follow on logically from one another. Their paragraphs may include facts, ideas, opinions and reasons. Justifications are few but they are beginning to appear and with accuracy and are introduced by more complex linking words and their word order rules. Students can also ask questions using the Du form. Their sentences in German show that Students are aware of German word order and their grammar usage is sound. Students can adapt structures and change vocabulary items to create their own sentences accurately, making the German their own not a list of repeated sentences from a worksheet or textbook. Students can use 3 tenses in their writing fairly accurately. Mistakes occur when using more difficult verbs. Students can translate a short paragraph into German with vocabulary from topics studied that test their understanding of different grammatical structures and tenses, building up on their German knowledge. |
| 6-7 | Students can understand longer and more complex spoken passages set in a variety of contexts, which include different tenses and a variety of structures. Students can guess what new words mean from the context. Students can pick out the main details from longer spoken passages and answer questions about them in German and English. | In their spoken language, Students can combine new words with language they have already learnt from other topics. Students can ask and answer questions and give opinions and reasons in different ways, using more challenging connectives with the correct word order. Students can speak without hesitating very much and can keep a conversation going. Students can use at least 2 tenses accurately and speak without notes, but sometimes they make mistakes and may need to pause to reflect. Students can try to answer questions Students haven't prepared for. | Students can understand longer and more complex texts which include at least two tenses. Students can guess what new words mean from the context. Students can pick out the main details from texts in different genres and answer questions about them in German and English. Students can translate short paragraphs mostly accurately into English. | Students can now write at least 2 to 3 short paragraphs from memory with a good degree of spelling and grammatical accuracy. Students can write accurately in 2 tenses, sometimes 3 tenses, using <i>ich</i> . Students can also use some other personal pronouns, e.g. <i>du/er/sie/es/man/wir/sie</i> . Students are starting to express their own ideas and opinions more often and with a few complex connectives. <i>Mistakes may occur with word order.</i> Their sentences contain personal ideas which Students are beginning to explain little by little, although with <i>a few mistakes occasionally</i> . Their sentences contain time phrases which allow me to refer to a different time fraree. Students can use a dictionary with some success to add new language fairly successfully. Students can translate fairly accurately & correctly at least 4 sentences into German that may include recently learnt as well as past grammatical structures, tenses & vocab. |
| 4-5 | Students can understand a range of short passages set in a variety of contexts, which includes at least 2 tenses. Students can pick out the main details from short spoken passages in different accents and spoken by native speakers, and They answer questions about them using gist to help me. | Students can say several sentences at a time, without notes, and with good pronunciation. Students can add opinions and reasons to what they say, using regular connectives and applying the word order rules fairly accurately. Students can adapt known sentences to give new information, and try to bring in some language from other topics. Students can say what other people do, but they might make mistakes. They attempt to use at least 2 tenses. Their sentences are mostly accurate. Students can ask simple questions, which they have heard asked regularly in class from across the topics studied. | Students can understand different types of short texts, which include at least 2 tenses. Students can guess what new words mean from the context. Students can pick out the main details from a variety of texts and genres and answer questions about them. Students can translate sentences mostly accurately into English. | Students can write a few short paragraphs from memory using a variety of structures made up of familiar vocabulary from the few topics studied. Their spelling is quite good with fewer spelling errors when writing from memory. Students can write sentences with a verb in the correct tense using at least the <i>ich</i> form. They may not be 100% grammatically accurate when writing about other people. Students can use verbs in 2 tenses fairly accurately. Students can translate directly into German at least learnt sentences/ phrases/ with few spelling mistakes but with all the words in the correct place. Students are beginning to attempt translation with structures and vocabulary which they may find more challenging. (Students can translate short phrases into German made up of language recently learnt and it is mostly accurate.) Students can now express opinions (and reasons) with a few complex connectives but may make some mistakes when using these challenging connectives. |
| 2-3 | Students can understand a range of spoken phrases from the topic. Students can understand the main points of a short spoken passage and answer simple questions about them. | Students can say simple sentences without notes about what they already know. Their pronunciation is not bad. Students can take part in a short conversation on a topic they know well. They have a go at asking questions in French and are sometimes understood even if not correct. | Students can understand a range of written phrases. Students can guess what some new words mean from the context. Students can translate short sentences into English fairly accurately. | Students can write a short paragraph from memory, using simple sentences from one familiar topic. Students are beginning to use simple opinions with connectives but word order may not always be 100% correct. Their spelling is quite good. Students can write their own individual sentences by changing certain words/ elements from a model sentences. Students can translate short phrases into German made up of language recently learnt and it is quite to mostly accurate. Students can use verbs correctly in the present tense; some other tenses mostly make guest appearances but they are mainly used like new items of vocabulary. |
| 0-1 | Students can understand some spoken words and short phrases from the topic. | Students can repeat what other people say accurately. Students can say words and short phrases from memory and their accent is understandable. | Students can understand some written words and short phrases from the topic. Students can translate some words and short phrases into English but with some mistakes still allowed. | Students can write words, phrases and simple sentences from memory on things they have already learnt. Their spelling is fairly good. Students can change some words in a sentence to create a new and difference sentence. |

