

	Working towards Y7 Expected standards	Y7 Expected Standards	Working above Y7 Expected Standards	Working well above Y7 Expected Standards
<b>Active skills</b>	<p><b>Pupils should be able to display the following skills:</b>            Answer simple questions, using single words and short phrases, with support if necessary. Give basic information and opinions, using set phrases. Begin to show awareness of sound patterns.            Translate simple words to and from the TL;            Substitute words in sentences in order to adapt songs / poems;            Be able to repeat words and short phrases with pronunciation and intonation which would be understood by a sympathetic native speaker;</p> <p><b>Pupils should be able to use the following language:</b>            Count from 1-31;            Ask to be able to sit down and give a reason;            Name some of the days of the week and months of the year;            Give simple opinions and justify these ( Mi piace / non mi piace / detesto perché ....);            Say short phrases on familiar topics with support (name, age, birthday, nationality, where live, personality, looks, brothers, sisters, pets, school subjects, free time activities);            Be able to use basic weather expressions (Fa freddo / fa caldo / piove / c'è il sole);            Give some vocabulary on the topics of colours, pets, school equipment, school subjects, some family members;            Introduce themselves in writing by filling in key details onto a prepared template (name, age, birthday, where one lives, personality, brothers, sisters, pets and some hobbies);            Use the present tense of key verbs using the first person singular ( io ho / io sono / mi chiamo);</p>	<p><b>Pupils should be able to display the following skills:</b>            Be able to repeat words and phrases with pronunciation and intonation which would be understood by a sympathetic native speaker. Show awareness of sound patterns. Answer simple questions. Express simple opinions. Take part in brief prepared tasks, using short phrases, mainly from memory.            Translate words and short phrases to and from the TL so that the overall meaning is clear;            Substitute words in sentences in order to adapt songs / poems;            Transcribe short and simple phrases on familiar topics with some accuracy;            Begin to look up unfamiliar words in a dictionary;</p> <p><b>Pupils should be able to use the following language:</b>            Count up to 100;            Say the days of the week, months of the year and the date in the TL;            Use basic classroom language (Please may I sit down, go to the toilet etc.) and give reasons            Be able to spell their name in the TL;            Be able to say what the weather is like in different parts of Italy;            Tell the time on the hour;            Be able to use the correct word for my (mio/mia/miei/ mie);            Say short phrases on familiar topics (name, age, birthday, nationality, where one lives, personality, looks, brothers, sisters, pets, school subjects/uniform, free time activities) from memory;            Use key vocabulary on the topics of colours, pets, school equipment, school subjects, hobbies;            Write a paragraph to introduce themselves (name, age, birthday, nationality, where one lives, personality, looks, brothers, sisters, pets and hobbies) in which the overall meaning is clear;            Use present tense with the first, second and third parts of some key verbs (e.g. some “are” verbs, avere, essere + chiamarsi);            Begin to express themselves in the conditional tense using “Vorrei / mi piacerebbe”;            Be able to use the connectives “e/ma.”            Give simple opinions and justify these using ‘secondo me’ / perché            Begin to apply basic grammatical structures (m + f of nouns, definite and indefinite articles, plurals, agreement of adjectives, position of adjectives, possessive pronouns ( mio/tuo), abito a + towns and abito in + countries), demonstratives ( questo/questa), basic negatives e.g. Non mi piace/ Non lo so).            Express future by using time reference + simple present (e.g. domani vado a Londra)</p>	<p><b>Pupils should be able to display the following skills:</b>            Ask and answer simple questions. Express simple opinions. Take part in brief prepared tasks, using longer phrases, mainly from memory.            Have very precise and clear pronunciation and how the pronunciation of words changes when an ‘h’ is added to a ch or a gh;            Be able to use context and prior knowledge to deduce the meaning of unfamiliar vocabulary (recognising cognates, smaller words within longer words);            Be able to understand the main points and some detail from short written and listening texts containing familiar and unfamiliar language in the present tense, including popular songs, poems and nursery rhymes;            Be able to start to make links between languages (between Italian and French and Italian and English);            Be able to substitute phrases in sentences in order to adapt songs / poems;            Be confident in using online resources in own time to extend range of vocabulary (Linguascope / Languagesonline/Lingo);</p> <p><b>Pupils should be able to use the following language:</b>            Be able to use the connective “ma”            Be able to use ‘penso che’ when giving an opinion;            Be able to apply learned verb endings to unfamiliar “are” verbs in the present tense;            Recognise how some verbs are used differently in Italian and English (ho 12 anni – not sono 12 anni/ho fame- not sono fame)            Be able to count up to 3.000            Begin to express themselves in the imperfect tense using “avevo” with pets and when talking about the weather in the past: e.g faceva freddo/ c’era il sole;            Be able to use quantifiers to improve descriptions (molto / abbastanza / un pó);            Be able to ask the key “wh” questions (Dove/ Come / Quale / Perché / Come mai/ Chi/ Quando /Che cosa/Quanti);            Be able to conduct an independent study on an area or town in Italy related to future educational visits (Verona, Venezia, Milano and Lago di Garda)</p>	<p>Pupils will be working well above the expected standards consistently, showing excellent pronunciation and intonation, as well as a higher level of accuracy and independence, similar to a native speaker</p>
<b>Passive skills</b>	<p><b>Pupils should demonstrate understanding of a range of familiar words, phrases and opinions, spoken clearly and repeated, if necessary, using the following concepts:</b>            Understand simple classroom instructions;            Be able to recognise some letters of the alphabet;            Understand some key words from short written and listening texts containing familiar language in the present tense, including popular songs, poems and nursery rhymes;            Have a basic awareness of how key festivals (Christmas/Easter) are celebrated in Italy;            Understand some key “wh” questions eg: Dove/ Come / Quale / Perché / Chi/ Quando /Cosa/Quanti;            Know the names of at least one country where Italian is spoken outside of Italy;            Recognise where Rome, Milan and Naples are located on a map of Italy;            Be able to recognise simple grammatical structures (uno / una /il /la + words for my);            Be aware of some typical Italian foods.</p>	<p><b>Pupils should demonstrate understanding of main points and opinions from short passages, using familiar language, spoken clearly and repeated, if necessary, using the following concepts:</b>            Understand simple classroom instructions;            Recognise basic sound patterns (e.g. gli, glie/ gni,gne / chi, che/ ghi, ghe)            Be able to recognise all letters of the alphabet in order to understand the spellings of words;            Understand the main points from short written and listening texts containing familiar language in the present tense, including popular songs, poems and nursery rhymes;            Have an awareness of how key festivals are celebrated in Italy;            Understand key “wh” questions (Dove/ Come / Quale / Perché / Come mai/ Chi/ Quando /Che cosa/ Quanti);            Know the names of countries where Italian is spoken outside of Italy (Vaticano, Repubblica di San Marino, Svizzera);            Recognise where main Italian towns are located on a map of Italy;            Be fully aware of some typical Italian dishes;</p>	<p><b>Pupils should demonstrate understanding of main points and opinions</b> from longer passages, containing familiar and unfamiliar language, spoken clearly.            Recognise that there are words with accents in Italian and have a basic understanding to the difference in meaning e.g: e/ é / Papa / papá;            Recognise the difference between tu, Lei and voi;            Be able to understand the main points and some detail from short written and listening texts containing familiar and unfamiliar language in the present tense, including popular songs, poems and nursery rhymes;</p>	

	Working towards Y8 Expected standards	Y8 Expected Standards	Working above Y8 Expected Standards	Working well above Y8 Expected Standards
<b>Active skills</b>	<p><b>Pupils should be able to display the following skills:</b>            Take part in short prepared conversations with some detail at times (e.g. saying who with), asking (simple) questions and answering questions;            Be able to take part in a mini presentation (in a group) on a specific prepared topic;            Start to be able to write longer factual texts from memory, with some support if necessary;            Transcribe short paragraphs fairly accurately;            Increase in confidence when looking up words in a dictionary;</p> <p><b>Pupils should be able to use the following language:</b>            Give simple opinions and justify these using perché...;            Be able to say what the weather is like;            Be able to count up to 1000 in tens and hundreds and give some numbers in between;            Conjugate some parts (io/tu/lui/lei) of key verbs;            Start to express themselves in the future using time frames ( domani vado a Roma) ;            Start to use the conditional (vorrei, mi piacerebbe);            Start to say longer phrases on familiar topics (shopping for food and drink, areas to live in, house, furniture, activities in the house, parts of the body, health problems, sport and fitness, family);            Be able to tell the time on the hour/ quarter past/ half past and some other times in between;            To recognise some parts of the body;            Say what the weather is like;            Use some adverbs of time (when, how long for, time of day, which days of the week)            Start to apply some of the simpler grammatical concepts (prepositions sopra, sotto, fra + definite article, c'è / ci sono, adjectival agreement);</p>	<p><b>Pupils should be able to display the following skills:</b>            Take part in short prepared conversations with some detail at times (e.g. saying who with), asking (simple) questions and answering questions;            Be able to take part in a mini presentation (in a group) on a specific prepared topic;            Start to be able to write longer factual texts from memory, with some support if necessary;            Transcribe short paragraphs fairly accurately;            Increase in confidence when looking up words in a dictionary;</p> <p><b>Pupils should be able to use the following language:</b>            Give simple opinions and justify these using perché...;            Be able to say what the weather is like;            Be able to count up to 1000 in tens and hundreds and give some numbers in between;            Conjugate some parts (io/tu/lui/lei) of key verbs;            Start to express themselves in the future using time frames ( domani vado a Roma) ;            Start to use the conditional (vorrei, mi piacerebbe);            Start to say longer phrases on familiar topics (shopping for food and drink, areas to live in, house, furniture, activities in the house, parts of the body, health problems, sport and fitness, family);            Be able to tell the time on the hour/ quarter past/ half past and some other times in between;            To recognise some parts of the body;            Say what the weather is like;            Use some adverbs of time (when, how long for, time of day, which days of the week)            Start to apply some of the simpler grammatical concepts (prepositions sopra, sotto, fra + definite article, c'è / ci sono, adjectival agreement);</p>	<p><b>Pupils should be able to display the following skills:</b>            Translate sentences and short paragraphs to and from the TL so that the overall meaning is clear;            Take part in short prepared conversations with some detail, asking and answering questions;            Be able to give a mini presentation on a specific prepared topic with a generally clear accent and pronunciation;            Be able to write longer factual and / or creative texts from memory;            Transcribe sentences quite accurately, using two tenses;            Be quite confident in looking up words in a dictionary;</p> <p><b>Pupils should be able to use the following language:</b>            Give opinions and justify them using adjectives related to the topic area;            Be able to say what the weather is like during different seasons of the year;            Be able to count up to 10.000;            Conjugate all parts of key verbs (fare / andare / bere / mangiare / preferire/ essere / avere + regular “-are verbs);            Express themselves in the conditional tense using “Vorrei / mi piacerebbe + infinitive;            Use the Future of the 3<sup>rd</sup> person singular of ‘essere’ when talking about the weather (domani ci sarà il sole) ;            Say what the weather is like in the present/past and future tense;            Say longer phrases on familiar topics (shopping for food and drink, areas to live in, house, furniture, activities in the house, parts of the body, health problems, sport and fitness, family) ;            Be able to say what’s wrong with them using mi fa male/ho mal di...            Be able to tell the time using all times on the clock;            Use adverbs of time and frequency (how often, how long for, time of day, which days of the week, time of year)            Start to apply some more grammatical concepts (partitives /prepositions in/su/a + definite article, c'è / ci sono, adjectival agreement);            Be able to conduct an independent study on a region in Italy related to future educational visits (Roma/Napoli)</p>	<p>Pupils will be working well above the expected standards consistently, showing excellent pronunciation and intonation, as well as a higher level of accuracy and independence, similar to a native speaker</p>
Passive skills	<p><b>Pupils start to understand songs, poems and factual texts containing more than one tense;</b>            Have an awareness of other cultural traditions of Italy – e.g. Carnival;            Recognise some more “wh” questions; (A che ora? Quante volte al giorno/alla settimana?)            Recognise some of the regions in Italy;            Recognise the different seasons of the year;            Recognise the numbers up to 2.015;            Recognise the conditional ‘vorrei’;            Recognise what the weather is like;            Be able to recognise the time (on the hour/ quarter past/ half past/ quarter to and some other times in between);            Recognise some parts of the day;            Start to have an understanding of some grammatical concepts (prepositions – verb conjugations -definite article, );            Be able to recognise prices using Euros;</p>	<p><b>Pupils should demonstrate understanding of some of the main points and some detail from longer texts containing 2 tenses, including songs, poems and factual texts;</b>            Pupils start to understand songs, poems and factual texts containing more than one tense;            Have an awareness of other cultural traditions of Italy – e.g. Carnival;            Recognise some more “wh” questions; (A che ora? Quante volte al giorno/alla settimana?)            Recognise some of the regions in Italy;            Recognise the different seasons of the year;            Recognise the numbers up to 2.015;            Recognise the conditional ‘vorrei’;            Recognise what the weather is like;            Be able to recognise the time (on the hour/ quarter past/ half past/ quarter to and some other times in between);            Recognise some parts of the day;            Start to have an understanding of some grammatical concepts (prepositions – verb conjugations -definite article, );            Be able to recognise prices using Euros;</p>	<p><b>Pupils should demonstrate understanding of the main points and further details from longer texts containing at least 2 tenses, including songs, poems and factual texts;</b>            Be able to recognise the location of regions and important towns in Italy;            Be able to recognise the meanings of other verbs which express opinions – <i>penso che-credo che/ suppongo che-immagino che;</i></p>	

	Working towards Y9 Expected standards	Y9 Expected Standards	Working above Y9 Expected Standards	Working well above Y9 Expected Standards
Active skills	<p><b>Pupils should be able to display the following skills:</b>            Be able to transcribe short paragraphs with some accuracy;            Be able to use context and prior knowledge to deduce the meaning of unfamiliar vocabulary (recognising cognates, smaller words within longer words);            Be able to give a presentation on a specific prepared topic;            Translate sentences and short paragraphs to and from the TL so that the meaning is clear overall;</p> <p><b>Pupils should be able to use the following language:</b>            Be able to give some information about yourself, others, physical appearance and nationalities using the first 3 persons in present tense;            Be able to talk about free time activities in present tense;            Be able to give some description of home town and area, house outside/inside using some prepositions;            Be able to describe their daily routine giving times and locations using some reflexive verbs; Use the 24 hour-clock; and create simple conversations in the context of daily routine;            Be able to talk about house chores using different tenses, partitives and giving some opinions;            Be able to use linking words such as inoltre, prima, dopo, poi, etc...;            Be able to describe what they eat / drink for some of their meals;            Start to give reasons why they like/ do not like something using the verb 'piacere' in present tense "mi piace/ non mi piace" perché + opinions vocabulary;            Be able to count in thousands and millions up to 10.000.000;</p>	<p><b>Pupils should be able to display the following skills:</b>            Be confident in all parts of key verbs in the present tense;            Use past, present and future tenses ('je' form)            Translate short texts to and from the TL so that the overall meaning comes across;            Write texts and write creatively with increasing accuracy;            Transcribe with some accuracy, using 3 tenses;            Speak with clearer pronunciation and intonation;            Use a dictionary to check spellings and to look up words;</p> <p><b>Pupils should be able to use the following language:</b>            Be able to talk about yourself/others, physical appearance and nationalities in present/past tense, giving more details, with a generally clear accent and pronunciation;            Be able to talk about free time activities using WH questions, adverbs of frequency and different tenses;            Describe home town and area, house outside/inside using prepositions and past tense;            Be able to express opinions in the three tenses learnt (past, present and future. E.g. c'è / c'era / ci sarà)            Be able to describe their daily routine in detail giving times and locations using reflexive verbs;            Use the 24 hour-clock including minutes, quite confidently;            Be able to talk about house chores using different tenses and giving opinions;            Be able to use more linking words such as inoltre, prima, dopo, poi, etc...;            Be able to describe what they eat / drink and/ or do not eat/ drink for their meals;            Be able to use partitives with some accuracy;            Be able to use the conditional accurately using the verbs vorrei/mi piacerebbe + infinitive perché+ new opinions vocabulary;            Be able to count in tens, hundreds, thousands, millions and billions up to 10.000.000.000;            Create more detailed conversations in the context of daily routine;</p>	<p><b>Pupils should be able to display the following skills:</b>            Be confident in all parts of key verbs in the present tense;            Use past, present and future tenses with different parts of the verb;            Translate longer texts to and from the TL so that the overall meaning comes across;            Write texts and write creatively with good accuracy;            Transcribe very accurately;            Speak with very clear pronunciation and intonation;            Use a dictionary confidently to check spellings and to look up words;</p> <p><b>Pupils should be able to use the following language:</b>            Be able to talk about yourself/others, physical appearance and nationalities in present/past tense, giving more details, with a clear accent and pronunciation;            Be able to describe other family members in detail in present tense (lui/lei è,- lui/lei ha), using veramente /troppo/molto/ assai;            Describe in detail what other people do and don't do as hobbies/after school (lui/lei va/gioca/fa, etc.)            Be able to talk confidently about free time activities using WH questions, adverbs of frequency and different tenses;            Describe in detail home town and area, house outside/inside using prepositions and past tense confidently;            Be able to expand sentences in the three tenses learnt (past, present and future. E.g. c'è / c'era / ci sarà)            Be able to describe their daily routine giving times and locations using reflexive verbs confidently;            Use the 24 hour-clock, including minutes, confidently;            Be able to talk about house chores confidently using different tenses, some more complex expressions and giving more elaborate opinions;            Be able to use more linking words such as dopo + avere /essere + past participle, prima di + infinitive;            Be able to describe what they eat / drink and/ or do not eat/ drink for their meals and why/why not;            Be able to use partitives confidently; eg:            del/dello/della/dell' /dei/degli/delle+ alcuni/alcune            Be able to count in tens, hundreds, thousands, millions and billions up to 100.000.000.000;            Create very detailed conversations using sophisticated language in the context of daily routine;            Use the Present Continuous accurately " stare + gerund" to suggest activities happening now;            Describe what they did and did not do using the correct past participle and other parts of the verb (using the auxiliary verbs 'essere/avere');            Make up own excuses why to go / not to go somewhere using the verb 'vorrei /non vorrei+ infinitive"iperché+ new opinions vocabulary;</p>	<p>Pupils will be working well above the expected standards consistently, showing excellent pronunciation and intonation, as well as a higher level of accuracy and independence, similar to a native speaker</p>
Passive skills	<p><b>Pupils should demonstrate understanding of the main points and further details from longer texts containing at least 2 tenses, including songs, poems and factual texts;</b>            Be able to recognise the names of some shops            Be able to recognise numbers in tens, hundreds, thousands and millions up to 10.000.000            Have an awareness of some national and regional Italian festivals;            Be able to understand some Italian spoken with a more authentic pace and tone;</p>	<p><b>Pupils should demonstrate understanding of the main points and further details from longer texts containing 3 tenses, including authentic and literary texts;</b>            Have an awareness of Italian customs and traditions;            Be able to understand Italian spoken with a more authentic pace and tone;            Be able to understand menus when eating out, including using Euros;</p>	<p><b>Pupils should demonstrate understanding of further details from longer texts containing 3 tenses, including longer authentic and literary texts</b>            Have a sound knowledge of key grammatical concepts.            Have an awareness of religious family celebrations in Italy (Christening/First Communion/Confirmation/ Weddings);            Be able to understand authentic menus with Italian cuisine when eating out, including using Euros;            Be able to understand Italian spoken with a more authentic pace and tone;</p>	

