

RET Greek - KS3 Stage Ladder

Students will be taught to:

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied

In Key Stage 3 Greek is studied in Y7 and focuses on key skills as students learn the alphabet and Stages 1 – 3 reflect this. Greek is also studied in Y9 by some students who demonstrate an aptitude for it. Stages 4 and above are taken from the MFL Stages.



Stage	Listening	Reading	Speaking	Writing
Y9+ 7	<ul style="list-style-type: none"> • Extract information and start to draw conclusions and interpret meaning in a range of longer passages (including authentic sources, adapted or abridged) covering a range of contemporary and cultural themes, including abstract material ('ideas') and different types of complex spoken language. • Transcribe long passages. 	<ul style="list-style-type: none"> • Infer meaning from a range of longer texts (including literary extracts and authentic texts), responding to key information, themes and ideas. • Translate longer passages containing a range of complex grammatical structures and less common vocabulary into English with isolated errors. 	<ul style="list-style-type: none"> • Initiate, develop and sustain longer conversations, with occasional hesitation and appropriate register, using language to justify a range of thoughts and opinions. • Use a wide range of language including less common vocabulary and more complex grammatical structures, and a range of tenses including less common ones. • Pronunciation and intonation requires only occasional clarification and/or repetition. 	<ul style="list-style-type: none"> • Produce long-sequences of mainly fluent text, manipulating language and using a wide range of language, including frequent use of complex structures and a range of tenses and less common vocabulary. • Mostly accurate with isolated minor errors. • Translate passages containing a range of less common vocabulary and less common structures into TL.
Y9+ 6	<ul style="list-style-type: none"> • 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 spoken language. • Transcribe longer passages. 	<ul style="list-style-type: none"> • Infer meaning in and present relevant details from longer texts (including literary extracts and authentic texts), containing some unfamiliar language, complex tenses and grammatical structures. • Translate, with occasional errors, longer passages containing complex grammatical structures and less common vocabulary into English. 	<ul style="list-style-type: none"> • Initiate, develop and sustain conversations, with little hesitation and appropriate register, using language to narrate events and express opinions and thoughts on a wide range of topics. • Use a range of language including less common vocabulary and more complex grammatical structures, and a range of tenses including less common ones. • Pronunciation and intonation requires some clarification and/or repetition. 	<ul style="list-style-type: none"> • Produce coherent extended texts on a wide variety of topics to narrate, inform, interest and convince and to express individual thoughts, ideas and points of view, using a range of grammatical structures and a combination of tenses (including less common tenses). • Mostly accurate with only isolated minor errors and/or occasional errors with complex structures, meaning is clear. • Translate passage containing a range of complex structures into TL.
Avg EOY9 5	<ul style="list-style-type: none"> • Deduce meaning in and demonstrate understanding of spoken language, including some longer passages (including authentic sources, adapted or abridged), overall message, details, key points and opinions containing familiar and some less familiar language, and some more complex language. • Deduce meaning and demonstrate understanding in longer passages (including some authentic sources adapted or abridged) of overall message and detail, justified opinions and familiar and some less familiar language, and at least three different tenses. • Transcribe extended sentences. 	<ul style="list-style-type: none"> • Deduce meaning and demonstrate understanding in longer texts (including extracts from literary texts) of detail, justified opinions and familiar and some less familiar language, and at least three different tenses. • Translate, with occasional errors, short passages containing more complex structures and less common vocabulary into English. 	<ul style="list-style-type: none"> • Initiate and develop conversations coherently and confidently on a variety of topics to narrate events. • Demonstrate spontaneity by asking unsolicited questions and responding to unexpected questions, beginning to use coping strategies to deal with unknown words. • Occasionally use some less common vocabulary and some more complex grammatical structures, referring to past, present and future. • Pronunciation and intonation are mostly accurate. 	<ul style="list-style-type: none"> • Produce longer coherent texts on a variety of topics, containing descriptions, narrations and well-justified opinions, using extended sentences, a variety of grammatical structures and referring to the past, present and future. • Mostly accurate with only isolated minor errors and/or occasional errors with complex structures, meaning is clear. • Translate short passages containing longer sentences and some complex language structures into TL.
Avg EOY8 4	<ul style="list-style-type: none"> • Deduce meaning and demonstrate understanding of, in a range of passages, overall message, key points and justified opinions and familiar and some less familiar language, and at three different tenses. • Transcribe longer sentences. 	<ul style="list-style-type: none"> • Deduce meaning in and demonstrate understanding of, in a range of texts (including extracts from literary texts), overall message, key points and justified opinions and familiar and some less familiar language, in three different tenses. • Translate with increasing accuracy into English short passages containing occasional complex grammar and less common vocabulary. 	<ul style="list-style-type: none"> • Begin to initiate and develop conversations and narrate events. • Demonstrate spontaneity by asking unsolicited questions, responding to unexpected questions and expanding answers where appropriate. • Use a wide range of common vocabulary and grammatical structures referring to the present, past and future. • Pronunciation and intonation is increasingly accurate. 	<ul style="list-style-type: none"> • Produce longer texts for different purposes, giving descriptions, narrations and personal opinions with some justification and referring to the present, past and future. • Mostly accurate with only isolated minor errors and/or occasional errors with complex structures, meaning is clear. • Translate longer sentences and a variety of vocabulary and grammatical structures into TL.
Avg EOY7 3	<ul style="list-style-type: none"> • Demonstrate understanding of simple phrases/sentences, including basic verbs and key points. 	<ul style="list-style-type: none"> • Demonstrate understanding of simple phrases/ sentences, including basic verbs and key points 	<ul style="list-style-type: none"> • Use the most or all of the sounds of the Greek letters. 	<ul style="list-style-type: none"> • Produce simple phrases/ sentences, giving basic information using the present tense of high-frequency verbs. • May not be accurate but meaning clear. • Translate familiar words and short phrases into Greek. • Students know all the symbols in the Greek alphabet and are able to write all the letters of the Greek alphabet in both lower and capital letters.
Avg EOY6 2	<ul style="list-style-type: none"> • Recognise simple words out of a list, including basic verbs. 	<ul style="list-style-type: none"> • Identify simple words out of a list, including basic verbs. 	<ul style="list-style-type: none"> • Working towards using the some of the sounds of the Greek letters. 	<ul style="list-style-type: none"> • Copy simple words accurately. • Translate familiar words into Greek. • Students recognise some of the symbols in the Greek alphabet and are able to write some of them.
1	<ul style="list-style-type: none"> • Attempt to recognise simple words out of a list, including basic verbs. 	<ul style="list-style-type: none"> • Attempt to identify simple words out of a list, including basic verbs. 	<ul style="list-style-type: none"> • Attempt to work towards using the some of the sounds of the Greek letters. 	<ul style="list-style-type: none"> • Attempt to: <ul style="list-style-type: none"> ○ Copy simple words accurately. ○ Translate familiar words into Greek. ○ Students recognise some of the symbols in the Greek alphabet and are able to write some of them