

		MFL			
Year	Primary level	SPEAKING	WRITING	READING	LISTENING
1	1	Repeating with increasing accuracy (accent, intonation, pronunciation). Holding very	Copy and trace single words with increasing ease.	Ability to read short, single words, similar to English, whilst paying attention to simple phonics.	Ability to hear single words or very short every-day phrases and demonstrate understanding.
2	2	Ability to say words from memory about a variety of basic topics. Starting to hold 3 or 4 turns in spoken exchange.	Starting to re-write single words from memory with increasing ease and accuracy.	Reading aloud single words and very short phrase describing familiar or immediate surroundings.	Understanding single words with previous preparation, questions as part of a hort exchange. Familiarity with cognates is growing.
Year	GCSE or Primary	SPEAKING	WRITING	READING	LISTENING
3	WT- or 3	Read aloud single words with correct pronunciation. Tackling sounds specific to the target language. Understand greeting and responding accordingly.	Write or copy simple words correctly. Writing name, greetings and basic cognates from memory.	Understand a few individual written words as well as a few short, written phrases.	Understand a few individual spoken words, previously learnt in class. I am increasingly confident with dictation and repeated patterns.
4	WT or 4	Say a few short phrases out loud from memory with accurate pronunciation. producing sentences orally about oneself (basic information, which may include one or more adjectives).	Label items and complete short phrases. Write simple phrases from memory.	Understand short phrases. Match sound to print by reading aloud words and phrases. Capable to tackle basic reading comprehension exercises.	Understand a few spoken words and short phrases previously learnt in class.
5	WT+ or 5	Say some short sentences out loud from memory with accurate pronunciation. Give basic information about oneself and asking basic questions.	Spelling and accents may not be accurate, but the meaning is clear. Write some phrases and a few short sentences, giving basic information.	Understand a range of separate written phrases and short sentences. Use a dictionary/online translator effectively to find out unfamiliar nouns and adjectives, which helps understand sentences.	Understand a range of separate spoken sentences, over a range of known topics.
6	Grade 1 or 5	Ask and answer simple questions. Link my sentences together using a range of connectives, using a range of grammatical structures. Give a range of opinions and take part in short dialogues over several topics.	Write simple sentences and include simple opinions. link my sentences together using a range of connectives and punctuation Write and/or translate words and short phrases into the target language (There may be errors with verbs).	Understand the main points from a written paragraph including opinions and the connectives used. Increasing understanding of finer details. Translate familiar words and short phrases into English.	Understand a range of phrases and short sentences including opinions. Grasping the main points from a spoken paragraph (including opinions). Speed of spoken passage is increasing.

7	2	<p>Take part in conversations and exchange opinions. Produce sentences using verbs to talk about various persons. .</p> <p>Say complex sentences which contain a range of structures, connectives, opinions and reasons for them.</p> <p>Begin to speak spontaneously.</p>	<p>Produce an accurate, short text which includes justifications of opinion, and which contains complex sentences.</p> <p>Write an accurate text which talks about persons other than 'I' using accurate verbs (Meaning is clear, but there may be some errors with verbs).</p>	<p>Understand the main points in a written paragraph containing justified opinions, different persons and complex sentences.</p> <p>Translate simple sentences into English.</p>	<p>Understand the main points and opinions with reasons from a short, spoken paragraph, containing different persons, and some connectives. The speed of spoken material is increasing.</p>
8	3	<p>Speak for longer and give opinions and reasons, including connectives and a range of structures.</p> <p>Speak for longer and talk about others more consistently.</p> <p>Give examples of a second tense, including opinions in the same tense.</p> <p>In a spoken passage, include present tense including at least three different persons (variety of pronouns)</p>	<p>Write an accurate text using present tense and a few examples of a second tense including three different persons.</p> <p>Give examples of a second tense including, opinions in the same tense.</p> <p>Write and/or translate longer sentences in the target language.</p> <p>Meaning is clear but some minor errors (e.g. spellings, genders, agreements) and some errors (e.g. with verbs and tenses).</p>	<p>Understand the main points in a range of short and longer texts, including some details (other than "I").</p> <p>Understand some examples of a second tense.</p> <p>Work out meanings of unfamiliar words and phrases.</p> <p>Translate longer sentences into English.</p>	<p>Increasingly understand the main points and some details from a spoken paragraph, with connectives.</p> <p>Understand 2 tenses and opinions in the same tenses. Short phrases are spoken at near fluent speed.</p>
9	4	<p>Speak with confidence and give opinions and reasons, including connectives and a range of structures. Speak for longer and talk about others consistently.</p> <p>Give examples of a third tense, including opinions in the same tenses.</p> <p>Show spontaneity to answer questions I have not prepared.</p>	<p>Write an accurate text using present tense and a few examples of a third tense including three different persons.</p> <p>Give examples of a third tense including, opinions in the same tense.</p> <p>Write short texts in a range of contexts.</p> <p>Translate longer sentences containing linked ideas into the target language.</p>	<p>Understand the main points and details in a longer, written paragraph and other texts (advert, leaflet, poem, song...) including a few examples of a third tense used for a person other than 'I'.</p> <p>Understand some examples of a third tense.</p> <p>Translate short passages containing a variety of tenses, vocabulary and grammatical structures.</p>	<p>Understand a range of passages and some longer passages, and some details, containing complex opinions with reasons, and connectives.</p> <p>Understand a range of longer passages containing complex opinions with reasons, in greater details.</p> <p>Understand 3 tenses. Sentences are spoken at near fluent speed.</p>
10	5	<p>Begin to initiate and develop conversations and narrate events.</p> <p>A wide range of common vocabulary and grammatical structures.</p> <p>Ponunciation and intonation is increasingly accurate.</p> <p>Spontaneously answer unexpected questions and expand where appropriate.</p> <p>Use all Grade 1-5 GCSE Grammatical structures.</p>	<p>Write longer texts for different purposes and in different contexts, giving descriptions, narrations and personal opinions with some justification.</p> <p>Refer to the past, present and future.</p> <p>Translate longer sentences containing linked ideas and a variety of vocabulary and grammatical structures.</p> <p>Use all Grade 1-5 GCSE Grammatical structures.</p>	<p>Understand the key points of a range of texts, including extracts from literary texts.</p> <p>Understand a long passage which include a range of at least three different tenses, opinions, and some less familiar vocabulary.</p> <p>Translate short passages, containing occasional more complex grammatical structures and less common vocabulary, into English with increasing accuracy.</p> <p>Use all grade 1-5 GCSE grammatical structures.</p>	<p>Deduce the meaning and understand the key points and details in a range of longer passages.</p> <p>Start to cope with unfamiliar words.</p> <p>Understand all Grade 1-5 GCSE Grammatical structures. Speed of spoken paragraph is near fluent.</p>

	<b>6</b>	<p>Initiate and develop conversations coherently and confidently on a variety of topics.</p> <p>Use and adapt language for new purposes. Occasionally use some less common vocabulary and some more complex structures.</p> <p>Pronunciation and intonation are mostly accurate.</p> <p>Use all Grade 1-6 GCSE Grammatical structures.</p>	<p>Write longer coherent texts on a variety of topics, containing descriptions, narrations and personal opinions with justification, Link my sentences, paragraphs coherently. Translate a short passage containing linked/longer sentences with more complex language structures.</p> <p>Use all Grade 1-6 GCSE Grammatical structures</p>	<p>Deduce the meaning and understand details in a variety of longer texts.</p> <p>Understand texts (stories, emails, etc.) Which include a range of at least three different tenses, opinions and some unfamiliar, as well as familiar, language, including some more complex structures.</p> <p>Translate short passages on a range of topics, including more complex structures and less common vocabulary, accurately into English with occasional errors.</p>	<p>Deduce the meaning and demonstrate understanding of details in longer passages (including some adapted authentic sources).</p> <p>I understand less familiar language, complex opinions and reasons.</p> <p>I can understand all Grade 1-6 GCSE Grammatical structures. The speed of spoken paragraph is near fluent and may contain idioms.</p>
<b>11</b>	<b>7</b>	<p>Initiate and develop discussions on a wide variety of topics, Use an appropriate register (formal vs.informal). Narrate events coherently.</p> <p>Ask unsolicited questions, respond to unexpected questions and points of view, and expand on answers where appropriate.</p> <p>Use all Grade 1-7 GCSE Grammatical structures.</p>	<p>Write extended texts on a variety of topic areas, containing detailed descriptions, narrations and well-justified personal opinions.</p> <p>Adapt previously-learned language and use a variety of grammatical structures accurately, including some more complex forms.</p> <p>Use familiar language creatively.</p> <p>Translate short passages containing more complex language structures.</p> <p>Use all Grade 1-7 GCSE Grammatical</p>	<p>Understand longer texts, including extracts from literary texts, which include a combination of different tenses, opinions, some more complex grammatical structures (e.g. news magazine articles, email exchanges and extracts from plays).</p> <p>Translate short passages, containing more complex language and grammar, accurately into English with occasional errors.</p> <p>Use all Grade 1-7 GCSE Grammatical structures.</p>	<p>Understand the overall message and details in longer passages.</p> <p>I understand less familiar language, complex opinions and reasons.</p> <p>I can understand all Grade 1-7 GCSE Grammatical structures. The speed of spoken paragraph is fluent and contains some idioms.</p>
	<b>8</b>	<p>Develop and sustain conversations and discussions with some expansion.</p> <p>Narrate events and express own opinions and thoughts on a wide range of topics. Interact naturally, with little hesitation and little rephrasing.</p> <p>Use pronunciation and intonation which would be understood by a native speaker with some clarification or repetition.</p> <p>Use all Grade 1-8 GCSE Grammatical structures.</p>	<p>Write coherent and extended texts on a wide variety of topic areas, using language effectively to narrate, inform, interest and convince.</p> <p>Use language creatively to express individual thoughts, ideas and points of view.</p> <p>Translate a passage containing a range of complex language structures, making only a few isolated errors.</p> <p>Use all Grade 1-8 GCSE Grammatical structures</p>	<p>Draw conclusions, organise and present relevant details from longer texts, including extracts from literary texts.</p> <p>Respond to information in texts, which include authentic sources containing occasional unfamiliar material.</p> <p>Translate longer, more complex passages with increasing accuracy.</p> <p>Use all Grade 1-8 GCSE Grammatical structures.</p>	<p>Extract and evaluate information in longer passages covering a range of contemporary and cultural themes, including some more abstract ideas.</p> <p>Cope with different types of spoken language, at fluent speed and a combination of complex tenses.</p> <p>I can understand all Grade 1-8 GCSE Grammatical structures</p>

	<b>9</b>	<p>Initiate, develop, sustain and expand longer conversations and discussions independently.</p> <p>Use language creatively to exchange and justify a range of thoughts and opinions. Include less common tenses such as the conditional and pluperfect.</p> <p>Interact naturally, with occasional hesitation. Use pronunciation and intonation which would be understood by a native speaker with occasional clarification or repetition.</p> <p>Use all Grade 1-9 GCSE Grammatical structures</p>	<p>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.</p> <p>Translate a passage containing a range of less common vocabulary and less common structures into the target language, communicating meaning.</p> <p>Mostly accurate, with isolated minor error. Use all Grade 1-9 GCSE Grammatical structures.</p>	<p>Draw conclusions, organise and present a range of details from longer texts, including extracts from literary texts.</p> <p>Respond to key information, themes and ideas and scan for meaning in authentic texts (e.g. autobiographies, letters presenting persuasive arguments).</p> <p>Translate longer, more complex passages with isolated errors.</p>	<p>Draw conclusions and interpret meaning in a range of longer passages covering a wide range of contemporary and cultural themes.</p> <p>Cope with abstract material, different types of spoken language, at fluent speed, multiple tenses and complex grammatical structures.</p> <p>Understand all Grade 1-9 GCSE Grammatical structures</p>
<b>The grades for Year12 (AS) and Yr13 (A Level) correspond to a percentage of a total score across 3 examinations. All KS5 MFL students are expected to master the skills and assessment objectives described below. The grades are A* /A/B/C/D/E</b>					
		<b>SPEAKING</b> (SOCIAL, CULTURAL, POLITICAL, HISTORICAL LANDSCAPE)	<b>COMPREHENSION</b> (LISTENING-READING-TRANSLATING)	<b>WRITING</b> (LITERARY ESSAY WRITING, TRANSLATING)	
<b>12</b>		<p>Students should be able to demonstrate:</p> <ul style="list-style-type: none"> <li>• knowledge and understanding of the cultural context by giving ideas, examples and information on one of the themes and on a chosen subject of interest they have researched linked to the social and cultural context of the language studied</li> <li>• the ability to analyse aspects of the</li> </ul>	<p>Understand spoken and written French from a variety of types of authentic texts and listening material, as well as their ability to translate accurately from French into English. Texts and recordings vary in length to include some extended passages. All spoken and written materials are culturally relevant to France and French-speaking countries and are</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• develop a detailed understanding and appreciation of the works studied, by writing critical and analytical responses in the language of study to the works, taken from a prescribed list of literary texts and films.</li> <li>• produce responses that show critical appreciation of features such as: <ul style="list-style-type: none"> <li>o key concepts and issues;</li> <li>o characterisation;</li> <li>o form and technique of presentation, e.g. effect of narrative voice in prose text, effect of camera work in film;</li> </ul> </li> </ul>	

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cultural context by presenting and justifying valid arguments, viewpoints and conclusions

- the ability to interact and hold a natural and fluent discourse
- skill in manipulating language accurately
- the ability to respond to written language in speech.

drawn from the four themes (listed on pages 8–9).  
Students should be able to:

- understand main points, gist and detail from spoken and written material
- infer meaning from complex spoken and written material
- assimilate and use information from spoken and written sources, including

o social and cultural setting; as appropriate to the work studied

- present viewpoints, develop arguments, draw conclusions, analyse and evaluate in writing
- manipulate language accurately through translating an unseen passage from English into French.
- Students must study two discrete French works: either two literary texts, or one literary text and one film. The works must be taken from a list. The literary texts listed include a