MFL

	Speaking	Writing	Listening	Reading	Grammar and Structures	Accuracy with Range and Variety	Translation
R1	I can recall single words and short phrases, sometimes needing support to do so.	I can write single words and short sentences in TL.	I can identify key single words and topics. I can make use of cognates and context in order to support this identification.	I can understand single words and short sentences in TL.	I am able to identify and substitute vocabulary and structure at sentence level. I can use correct grammatical terminology. I can create questions. I can recognise and use irregular verbs.	When I produce language, the meaning is generally clear. I can clearly pronounce single words and short sentences. I use minimum basic vocabulary.	I can translate single words from English to TL and TL to English
R2	I can produce simple language in full sentences in familiar contexts, with little support. I can respond to prepared and unprepared questions with some hesitation.	I am able to write full sentences without support using opinions.	I understand the meaning of simple written and main points of spoken communication. Teacher directed strategies for dealing with unfamiliar language implemented, including knowledge of cognates and false friends to draw meaning of longer phrases and texts. I can listen for key information, including opinions and justifications.	I can understand short paragraphs and conversations on a specific topic. I can note the main points from a text and understand basic opinions.	I am beginning to apply pre-learned vocab, structures and time frames in familiar contexts with support. I understand word order rules with adjectives. I understand adjectival agreement.	I am accurate in producing familiar language. I demonstrate clear pronunciation of key words and sentences. I use simple language with some effort to expand.	I can convey some of the key messages in a text from English to TL and TL to English I have reasonable knowledge of vocabulary and structures. It is often more correct than incorrect.
R3	I can produce simple language in connected sentences in familiar contexts, with little or no support. I can	I am able to write full sentences from memory without support. I can express opinions and use at least 2 connectives.	I can make additional notes of key language which help me to check and support my listening skills. I am starting to pick out	I can understand developed paragraphs and conversations on specific topics. I can annotate and note the main	I am applying some pre-learned vocab and phrases from memory. I understand and apply word order	I am accurate in producing familiar language from memory. With improving pronunciation my message is clear. I	I can convey some of the key messages in a text from English to TL and TL to English without support.

MFL

	respond to prepared and unprepared questions with little hesitation.		unknown words and work out their meanings within the context.	points from a text and understand basic opinions with a range of connectives.	rules with adjectives. I understand and apply adjectival agreement.	use simple language with some effort to expand with connectives.	I have improving knowledge of vocabulary and structures. It is often more correct than incorrect.

MFL

F1	I can produce language using learned vocabulary and structures in familiar contexts, with some extended responses. I can take part in a simple conversation and deal with unexpected questions with some success and hesitation. I can use opinions and connectives with accurate pronunciation.	I can use opinions and justifications. I can employ connectives without support. I write in paragraphs.	I can understand familiar words and unfamiliar in context, and respond at sentence level. I can use a variety of technical rules to begin to draw meaning. I can understand short texts using connectives, familiar and some unfamiliar language. I can listen for key information, including opinions and justifications.	I can read and understand longer passages. I may need to use a dictionary of vocab sheet. I can identify the main points and more detail. I can work out the meaning of new words by using the words around them.	I can use structures confidently in familiar areas of language. Attempts made to develop and extend sentences. I can extend sentences using a wide variety of connectives. I know all subject pronouns. I recognise the present tense. I can conjugate regular present tense verbs. I can conjugate irregular verbs.	I am more accurate than not. Inaccuracies do not impede communication. I can demonstrate evidence of transferability and manipulation of language.	I can convey most key messages correctly from English to TL and TL to English.

I have good knowledge of vocabulary and structures. It is mostly correct. |
| **F2** | I can give short speech containing: 5 sentences with 2+ justified opinions frequency words questions comparatives connectives 3 or more examples of past or future/ conditional in context 2 negatives 2 quantifiers | I can create full, relevant paragraphs containing justified opinions comparatives connectives negatives quantifiers 3rd person questions 3 or more examples in two tenses, choosing from the past, present, future or conditional in context | I can listen to longer passages at near normal speed and note the main points, specific details and opinions in past, present or future tenses. | I can understand short passages in present, past or future tenses.

I can understand the main points and people expressing different opinions. | I can apply my knowledge of structures to make use of unfamiliar language, following grammatical rules in order to include more complex structures and language. I recognise quantifiers and know where to use them. I can apply word order rules to use comparatives. I can make sentences negative. I can differentiate between the future and present tenses. I can apply tenses to create my own sentences. I can | I am mostly accurate when using complex structures. Pronunciation and intonation often accurate. I often demonstrate a good range of vocabulary and complex structures | I can convey nearly all key messages from a text from English to TL and TL to English.

I have very good knowledge of vocabulary and structures. It is highly accurate. |

					create sentences using the simple future tense.		
F3	I can give short speech containing: 6+ sentences with 3+ justified opinions frequency words questions comparatives connectives 3 or more examples of past <u>or</u> future, also using irregular verbs, and the conditional in context 3 negatives 2 quantifiers		I am successful in understanding complex authentic language in familiar and unfamiliar contexts. I can deduce meaning using technical rules of language.	I can understand short passages in present, past <u>or</u> future tenses. I can understand the main points <u>and</u> people expressing different opinions. I can report my findings in the target language, with some use of the third person.	I can apply my knowledge of structures to make use of unfamiliar language without any support. I can apply word order rules to use comparatives. I can apply different forms of negation to make sentences negative. I can differentiate between the past, future and present tenses. I can apply tenses and adapt a range of vocabulary to create my own sentences.	I can produce complex structures containing only minor errors. Pronunciation and intonation mostly accurate. I can produce a good range of vocabulary and complex structures without repetition.	I can convey nearly all key messages from a text from English to TL and TL to English. Errors are minor.

MFL

A1	I can adapt familiar language and structures from memory, to create spontaneous sentences, to suit new purposes and contexts. I deal with unexpected question, with minimum hesitation and increasing fluency. I can talk on a subject and include: 6+ descriptive sentences with 2+ justified opinions Quantifiers 3 different connectives 3 examples of past, present and future/conditional. 1 example of 3rd person and we 2 negatives Questions superlatives	I can write descriptive, relevant paragraphs containing: opinions quantifiers comparatives negatives connectives 3rd person questions 3 examples of past, present and future/conditional Superlatives	I understand most of the meaning of authentic written and spoken communication. Some individual words are not understood, but this does not prevent clear understanding of context and key points. Common pitfalls in understanding area voided. I can understand longer passages of 'real' language. I can understand short narratives and note the specific detail in 3 tenses in a range of unfamiliar texts.	I can understand unfamiliar short narratives and extracts that cover 3 tenses. I can read and understand a range of texts independently and identify the main points. I can use my knowledge of grammar and language to identify specific details in a text.	I have successful and accurate use of word order and agreement, in familiar and unfamiliar contexts. I can conjugate regular verbs in the past tense. I can conjugate irregular verbs in the past tense. I can use superlatives. I can differentiate between past, present and future. I can use time indicators to change between tenses	I can consistently and spontaneously producing complex structures, applying knowledge of grammatical accuracy. I demonstrate a very high level of pronunciation and intonation. I make use of a variety of complex grammar and vocabulary, in both prepared and unprepared situations.	I can convey all key messages from a text from English to TL and TL to English. I have an excellent knowledge of vocabulary and structures. It is virtually faultless.
A2	I can speak spontaneously making use of complex structures for genuine communication and forming responses. Only natural hesitation, which does not prevent fluency of communication. I can take part in a subject and include:	I can write an extended piece of writing in paragraphs, using descriptive sentences with: opinions connectives 3 or more examples of past, 3 or more examples of present, 2 or more examples of future	I am able to respond and contribute logically to conversations or discussions, drawing inferences and recognising nuances, such as attitude and emotions. I use knowledge of the target language to ensure that the meaning of a	I can understand a range of longer texts and unfamiliar language. I can read and understand contemporary and historical sources, personal communication, public information, factual and literary texts, instructions,	I am able to produce longer, complex sentences with ease, including adapting language in unfamiliar contexts. Coherently structured communications with logical flow and sequences of ideas.	I am highly accurate with the language I produce. I produce excellent pronunciation and intonation, demonstrating significant fluency in using the target language. I use a wide range of vocabulary, grammatical structures and	I can produce almost perfect translation from English to TL and TL to English. There are only minor errors in comprehension or knowledge of grammar, language and structures.

	descriptive sentences with 2+ justified opinions Quantifiers 3 or more different connectives 3 or more examples of past, present conditional and future tenses 1 example of 3rd person and we 2 negatives Questions modal verbs superlatives	3 or more examples of conditional comparatives modal verbs superlatives Paragraphs must be linked and ideas structures, using a variety of expression	passage or communication in authentic target language is acquired.	adverts, emails, websites, and extracts from brochures, guides, letters, newspapers and magazines.	I can recognise and use modal verbs. I can use modal verbs in the past and present. I can conjugate regular verbs into the conditional tense.	complex items, including synonyms. I can express, justify and expand on a wide range of thoughts and opinions	
A3	I can narrate events I can initiate and develop conversations and discussion to produce extended speech. I can ask and answer questions and exchanging opinions. Sustain a conversation using repair strategies.	I can write an extended piece of writing in paragraphs, using descriptive sentences with: opinions connectives 4 or more examples of past, including avoir and être conjugations, 3 or more examples of present, 3 or more examples of future including irregular verbs, 3 or more examples of conditional comparatives modal verbs superlatives including negative formations. Paragraphs must be linked and ideas structures, using a variety of expression	I can understand a range of longer passages and points of view. I can recognise a range of short news items and non-factual passages including complex sentences and unfamiliar language. Near normal speed	I clearly annotate and develop my understanding of longer text. I can use a variety of sources to find new language to use in my speaking and writing. I can analyse contemporary and historical sources. I recognise question forms and produce answers to comprehension questions in TL.	I can recognise and use modal verbs in negative formations. I can use modal verbs in the past, present and future. I can conjugate regular and irregular verbs into the conditional tense.	I can consistently and spontaneously produce complex structures, applying knowledge of grammatical accuracy. I demonstrate a very high level of pronunciation and intonation. I make use of a variety of complex grammar and vocabulary, in both prepared and unprepared situations.	I can produce perfect translation from English to TL and TL to English. There are no errors in comprehension or knowledge of grammar, language and structures.

					I am highly accurate with the language I produce. I produce excellent pronunciation and intonation, demonstrating significant fluency in using the target language. I use a wide range of vocabulary, grammatical structures and complex items, including synonyms. I can express, justify and expand on a wide range of thoughts and opinions	

MFL

Year 7 Assessment overview

Assessment number and lesson number	Assessment title and type	Additional marking and assessment guidance
AR1	Listening assessment – 'Je me présente'	Listening - R1, R2 Grammar and Structures – R1
AR2	Reading assessment – 'Mes passe-temps' Foundation tier	Reading - R1, R2 Grammar and Structures – R1, R2
AR2	Reading assessment – 'Mes passe-temps' Higher tier	Reading - R1, R2, F1 Grammar and Structures – R1, R2, F1
AR3	Speaking assessment – 'Au collège'	Speaking – R1, R2, F1 Grammar and Structures – R1, R2, F1 Accuracy with Range and Variety – R1, R2, F1
AR4	TBC	
AR5	French Reading Examination Foundation tier	Reading – R2, F1, F2 Grammar and Structures – R1, R2, F1
AR5	French Reading Examination Higher tier	Reading – F1, F2, A1, A2 Grammar and Structures – R1, R2, F1

MFL

Year 8 Assessment overview

Assessment number and lesson number	Assessment title and type	Additional marking and assessment guidance
AR1	Speaking assessment Foundation tier– 'La média'	Speaking – R2, F1 Grammar and Structures – R1, R2, F1 Accuracy with Range and Variety – R1, R2, F1, F2
AR1	Speaking assessment Higher tier– 'La média'	Speaking –R2, F1, F2Grammar and Structures – R1, R2, F1, F2 Accuracy with Range and Variety – R1, R2, F1, F2
AR2	Reading assessment Foundation tier – 'Au passé'	Reading – R2, F1 Grammar and Structures – R2, F1, F2
AR2	Reading assessment Higher tier – 'Au passé'	Reading – R2, F1, F2 Grammar and Structures – R2, F1, F2
AR3	Reading assessment Foundation tier – 'Manger et boire'	Reading – R1, R2, F1 Grammar and Structures – R2, F1, F2, A1
AR3	Reading assessment Higher tier – 'Manger et boire'	Reading – R2, F1, F2 Grammar and Structures – R2, F1, F2, A1
AR4	TBC	
AR5	French Reading Examination Foundation Tier	Reading – R1, R2, F1 Grammar and Structures – R2, F1, F2, A1, A2
	French Reading Examination Higher Tier	Listening and Reading – R2, F1, F2