

## Key learning steps- Life without levels

Subject: MFL			
Year	Step	Key Learning Outcomes	Skills developed (Year by year or one generic for a age appropriate it in Year 7 targeting grades 1-4) (at various target grades) Skill focus for the year so
Beginning of Year 7		Baseline no prior knowledge expected	
Students will begin to learn grammar underpinning a foreign language. In particular they will learn about genders of nouns word order and some verbs in the present tense. They will learn how to accurately pronounce and write words in the foreign language. They will develop skills to cope with unfamiliar language when reading and listening. They will learn how to express and justify opinions.			
End of Year 7	Step 1	<p><b>Grade 1 students should be able to:</b> Understand words and short phrases of familiar language. Pick out cognates. Copy words with a good level of accuracy. Repeat words with good pronunciation</p> <p><b>Grade 2 students can:</b> Understand short passages of familiar language. Understand generally what is being said by making connections Use a dictionary or glossary to find meanings of unknown words Say short phrases to give information about myself Write accurately enough so that a message is clear</p> <p><b>Grade 3 students should be able to:</b> Make use of a dictionary or glossary independently to understand longer texts Remember a good range of words from the topics learned Read, listen and pick out key information and not get confused Write a short paragraph about self with a good level of accuracy Answer questions about self in full sentences with good pronunciation Give opinions and often reasons for them</p> <p><b>Grade 4 students should be able to:</b> Understand spoken and written language about more than one person Remember a large range of vocabulary from topics learned</p>	<p><b>Grade 1 students can</b> understand and use core vocabulary</p> <p><b>Grade 2 students can</b> understand short sentence and give brief personal information on a range of topics.</p> <p><b>Grade 3 students have developed</b> the ability to understand short extracts of familiar language and cope with some unfamiliar language. They able to speak and write about the topics covered generally accurately.</p> <p><b>Grade 4 students will be able to</b> do the following: They can cope with longer texts which might refer to more than one person. They can cope with verbs and adjectives in singular and plural forms. They are able to speak at a good pace, with</p>

		<p>Pick out extra details like when, where and who as well as negatives when reading or listening</p> <p>Use negatives, time words and words like very, quite to add more detail</p> <p>Use he/ she and they forms of verbs to write about other people.</p> <p>Use connectives well to form longer more detailed sentences</p> <p>Accurately use genders, accents and adjectives</p> <p>Link positive and negative opinions</p>	<p>accurate pronunciation and little pronunciation. They can write at length about themselves and others, extending sentences and developing fully justified opinions.</p>
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Summary of Year 8 Modern Languages – Students will begin to understand the importance of verbs and tenses. They will learn how to describe what may happen, what they plan to do and also give accounts of things that have happened. They will have an increasing awareness of time connectives and how these are used to signal change of tense. They will seek to extend their knowledge from year 7 with additional details such as where, when, with whom and how. They will continue to learn techniques of how to cope with unfamiliar language and begin to speak more spontaneously.

End of Year 8	Step 2	<p><b>Grade 2 students can:</b></p> <p>Understand short passages of familiar language, picking out more than one detail per sentence where needed</p> <p>Understand generally what is being said by making connections</p> <p>Use a dictionary or glossary to find meanings of unknown words</p> <p>Say short phrases to give information about self, using language similar to English</p> <p>Write accurately enough so that the message is clear and add extra details like when or who with</p> <p><b>Grade 3 students should be able to :</b></p> <p>Make use of a dictionary or glossary to understand longer texts</p> <p>Remember a good range of words from the topics we have learned</p> <p>Read and listen and pick out key information and not get confused</p> <p>Write a short paragraph about self with a good level of accuracy with only a few words similar to English</p> <p>Answer questions about self in full sentences with good pronunciation</p> <p>Give opinions and reasons for them.</p> <p><b>Grade 4 students should be able:</b></p> <p>Understand spoken and written language about other people</p> <p>Remember a large range of vocabulary from topics we have learned</p> <p>Pick out extra details like when, where and</p>	<p><b>Grade 2 students can</b> read and listen to simple language on familiar topics and pick out key information. They can also give simple information about themselves with a fair level of accuracy.</p> <p><b>Grade 3 students are</b> increasingly independent and creative. They have the skills to extend sentences by adding extra details and opinions. They are able to cope with unfamiliar language.</p> <p><b>Grade 4 students can</b> recall a wide range of vocabulary and are equipped with the skills to cope when the language is unfamiliar. They are able to read and listen for gist. They add lots of additional information to their work, extend sentences well and try to use a variety of</p>
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		<p>who as well as negatives when reading or listening</p> <p>Use negatives, time words and words like very, quite to add more detail.</p> <p>Use he/she and they forms of verbs to write about other people.</p> <p>Use connectives well to form longer more detailed sentences</p> <p>Accurately use genders, accents, word order and adjectives</p> <p>Link positive and negative opinions</p> <p>Use a dictionary independently to be more creative.</p> <p><b>Grade 5 students should be able to:</b></p> <p>Recognise regular past tenses in written and spoken language</p> <p>Recognise the near future tense in written or spoken language, understand a sequence of events</p> <p>Work independently on texts containing lots of unfamiliar language</p> <p>Read and listen for specific details and ignore language which is not key to my understanding</p> <p>Use common, irregular past tenses in written language in the I form</p> <p>Use regular verbs in the past / future tense in the I /we / he / she form</p> <p>Give opinions in the past/ future and present tenses</p> <p>Speak and write with an excellent level of accuracy</p>	<p>language.</p> <p><b>Grade 5 students will be able to do the following:</b></p> <p>They can recognise time references and understand when something has happened and who did it. They are independent and resilient in their reading and listening skills. They are beginning to be able to accurately translate from the foreign language into English and also write accurately in the foreign language during listening work. They use a variety of verb forms and tenses. They can speak with good pace, little hesitation and good pronunciation. They can cope with a short spontaneous conversation.</p>
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Summary of Year 9 Modern Languages

Students will increase their knowledge of verbs, tenses and develop various styles of writing and speaking. They will continue types of listening and reading such as songs, magazines and poems. They will refine the skills of translation and transcription and become better at coping with spontaneous speaking. They will develop a range of techniques to ensure that they include a wide range of accurate language in their work.

End of Year 9	Step 3	<p>Grade 3</p> <p>Grade 4 students should be able to</p> <p>Grade 5 students should be able to</p> <p>Grade 6 students should be able</p>	<p>Grade 3</p> <p>Grade 4 students will be able to do the following:</p> <p>Grade 5 students will be able to do the following:</p> <p>Grade 6 students will be able to do the following:</p>
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Summary of Year 10 Modern Languages. Students will be exposed to more complex written and spoken language. They will use newspaper and magazine articles as well as video to improve their reading and listening skills. They will learn how to talk spontaneously when faced with a new scenario. They will learn strategies to write independently and increasingly creatively.

<p>End of Year 10</p>	<p>Step 4</p>	<p><b>Grade 3 students should be able to</b> describe friends and family and their local area.</p> <p><b>Grade 4 students should be able to</b> describe friends and family as well as their interests and qualities. They should also be able to give and accurate description of their region.</p> <p><b>Grade 5 students should be able to</b> describe friends and family as well as their relationships with these people. They should be able to describe local amenities and the advantages and disadvantages of their local area.</p> <p><b>Grade 6 students should be able to</b> compare the qualities of their friends and family and evaluate their relationships with these people. They should be able to describe their local area and make comparisons to other places.</p>	<p><b>Grade 3 students can:</b>  Speak in short sentences with an accent which communicates fairly well. They give simple opinions and write short simple statements fairly accurately that communicate clearly. They can also understand spoken language when in short sentences, spoken slowly and clearly. They can understand the key points of written texts in the present tense and recognise vocabulary from a variety of topics.</p> <p><b>Grade 4 students will be able to:</b>  Speak clearly and without hesitation, and use more than one tense accurately. They can give opinions and reasons. They are able to write short paragraphs, accurately in more than one tense, with a clear timescale. They can understand exchanges or longer extracts, at normal speed as well as longer written texts involving more than one person and more than one tense. They are also able to recognise a wide range of vocabulary and know more than one way to say the same thing</p> <p><b>Grade 5 students will be able to:</b>  Speak with good pronunciation, quite fluently in a variety of tenses. They can give opinions with detailed reasons linking positives and negatives. They write paragraphs referring to more than one verb form in a variety of tenses. They understand conversations referring to events in the past, present and future. They can understand long written texts, containing some unfamiliar language in a variety of tenses. They recognise and make connections between vocabulary they have learned from a wide range of topics .</p> <p><b>Grade 6 students will be able to:</b>  Speak spontaneously, cope with unexpected questions and communicate clearly. They can give opinions in a variety of tenses with detailed reasons. They cope well with writing spontaneously in more than one tense with a good level of accuracy. They are able to translate from the language to English and from English to the other language, fairly accurately, finding ways to communicate phrases which cause a problem. They are able to listen to the language and write fairly accurately what has been said. They write</p>
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<p>Summary of Year 11 Modern Languages – Students will further expand their vocabulary through learning about a wider range of topics including, media, technology, social issues and the environment. They will build on the skills acquired in Year 10 and learn examination techniques for coping with unfamiliar language, translation and transcription tasks.</p>			
<p>End of Year 11</p>	<p>Step 5</p>	<p><b>Grade 3 students should be able to</b> describe holidays and leisure time using more than one tense. They can recall a growing vocabulary from a variety of topics.</p> <p><b>Grade 4 students should be able to</b> describe holidays and leisure time in detail. They have a good range of vocabulary from a range of topic areas and can make connections when they come across unfamiliar words.</p>	<p><b>Grade 3 students can:</b>          Speak clearly and without hesitation, and use more than one tense accurately.          Give opinions and reasons and write short paragraphs, accurately in more than one tense, with a clear timescale. They can understand conversations with several exchanges or longer extracts, at normal speed. They also understand longer written texts involving more than one person and more than one tense. They can recognise a wide range of vocabulary and know more than one way to say the same thing.</p> <p><b>Grade 4 students will be able to:</b>          Speak with good pronunciation, quite fluently in a variety of tenses. They give opinions with detailed reasons linking positives and negatives. They can write paragraphs referring to more than one verb form in a variety of tenses. Understand conversations referring to events in the past, present and future. They understand long written texts, containing some unfamiliar language in a variety of tenses. They can also recognise and make connections between vocabulary they have learned from a wide range of topics.</p>

	<p><b>Grade 5 students should be able to</b> give detailed accounts on a variety of topics with less support and an increasing level of spontaneity and independence. They can cope well with unfamiliar written and spoken language and complex structures.</p> <p><b>Grade 6 students should be able to</b> speak and write about a range of topics using tenses appropriately and fully developing opinions and reasons. They can read and understand articles on a variety of current issues.</p> <p><b>Grade 7 students should show</b> confidence and independence in dealing with the unpredictable in all four skills (Listening, Speaking, Reading, Writing). They have a very wide of vocabulary on a broad range of topics and can use it accurately.</p> <p><b>Grade 8 students should show</b> the ability to manipulate language with ease, with high standards of accuracy in both written and spoken language and also in the translation and transcription tasks. They demonstrate an understanding of complex grammar and can recall an excellent range of vocabulary.</p>	<p><b>Grade 5 students will be able to:</b>  Speak spontaneously, cope with unexpected questions and communicate clearly. They can give opinions in a variety of tenses with detailed reasons. They cope well with writing spontaneously in more than one tense with a good level of accuracy. They are able to translate from the language to English and from English to the other language, fairly accurately, finding ways to communicate phrases which cause a problem. They are able to listen to the language a write fairly accurately what has been said. They write using a wide range of tenses, verb forms and irregular verbs with accuracy.</p> <p><b>Grade 6 students will be able to:</b>  Hold a conversation about familiar topics as well as unexpected scenarios with ease. They can write for a variety of different purposes using appropriate language. They speak fluently, with good intonation and pronunciation. They can write at length with a wide range of sophisticated language and a good level of accuracy. They are able to translate from the language to English and from English to the other language, with only minor errors. They can listen to the language a write accurately what has been said, with only a few minor errors.</p> <p><b>Grade 7 students will be able to:</b>  Speak using extended sentences in unprepared scenarios in response to unexpected questions. They can speak fluently, with good intonation and pronunciation with only a few minor errors. They write for a variety of different purposes using appropriate style and register. They can write at length with a wide range of sophisticated language and very few errors. They are able to translate from the language to English and from English to the other language, with only rare, minor errors. They are also able to write accurately what has been said.</p> <p><b>Grade 8 students will be able to:</b>  Able to read and understand a variety of texts from a wide range of sources including current media publications. They are able to understand spoken language, at normal speed, with a number of people involved in the conversation and cope with additional factors such as inferred meaning or background noise. They can speak</p>
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