

MFL - KS3 Step Descriptors

| | When listening students: | When speaking students: | When reading students: | When writing students: |
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| 1 | Understand instructions, questions and short phrases with the help of repetition, mime or pictures. | Use single words or short phrases . Need repetition for correct pronunciation. | Understand written single words . | Copy single words correctly. Label pictures and choose the right word to fill in gaps. |
| 2 | Understand a range of phrases , sentences & instructions with some repetition and respond using words or actions. | Use short set phrases or sentences . Pronounce things clearly but still need support. | Understand short phrases that they have seen before. They are able to read aloud familiar words & phrases. | Copy short phrases correctly. Spell words from memory . |
| 3 | Understand, with repetition, a series of phrases at near normal speed and can note the main points and details. | Take part in a short conversation of 2-3 exchanges with prompts. | Understand short printed texts containing familiar language and note main points. | Write 2-3 sentences with support . Express likes/dislikes. Write short phrases from memory. |
| 4 | Understand longer passages from <u>one</u> topic with some repetition needed. | Take part in a conversation of 3-4 exchanges with prompts and use grammar to adapt what they say. | Understand short printed and handwritten texts and note main points & details. | Write a paragraph containing 3-4 sentences. Use grammar to change words / phrases. Use a dictionary to check words/phrases. |
| 5 | Understand language from several topics. Students will understand when present and past or future events are described. | Take part in a conversation using present and past or future tenses. Give and ask for information & opinions. | Understand a variety of texts with present and past or future events in them on their own. | Write a short text. Refer to past or future events <u>as well</u> as things they do every day. |
| 6 | Understand language in new situations. Students will understand when present, past and future events are described. | Use the present, past and future tenses. Use grammar to build their own phrases in new contexts | Students can use the present, past and future tenses. They will use grammar to build their own phrases in new contexts. | Refer to the present, past and future . They can make up new sentences. |
| 7 | Understand longer passages and recognise people's points of view. The passages cover a range of material that contains some complex sentences and unfamiliar language. They understand language spoken at near normal speed, and need little repetition. | Answer unprepared questions. They initiate and develop conversations and discuss matters of personal or topical interest. They improvise and paraphrase. Their pronunciation and intonation are good, and their language is usually accurate. | Understand longer texts and recognise people's points of view. These texts cover a range of imaginative and factual material that contains some complex sentences and unfamiliar language. Pupils use new vocabulary and structures found in their reading to respond in speech or writing. They use reference materials when these are helpful. | Write articles or stories of varying lengths, conveying opinions and points of view. They write about real and imaginary subjects and use an appropriate register. They link sentences and paragraphs, structure ideas and adapt previously learnt language for their own purposes. They edit and redraft their work, using reference sources to improve their accuracy, precision and variety of expression. |
| 8 | Understand passages including some unfamiliar material and recognise attitudes and emotions. These passages include different types of spoken material from a range of sources. When listening to familiar and less familiar material, they draw inferences, and need little repetition | Narrate events, tell a story or relate the plot of a book or film and give their opinions. They justify their opinions and discuss facts, ideas and experiences. They use a range of vocabulary, structures and time references. They adapt language to deal with unprepared situations. They speak confidently, with good pronunciation and intonation. Their language is largely accurate, with few mistakes of any significance. | Understand texts including some unfamiliar material and recognise attitudes and emotions. These texts cover a wide variety of types of written material, including unfamiliar topics and more complex language. When reading for personal interest and for information, pupils consult a range of reference sources where appropriate. | Produce formal and informal texts in an appropriate style on familiar topics. They express and justify ideas, opinions or personal points of view and seek the views of others. They develop the content of what they have read, seen or heard. Their spelling and grammar are generally accurate. They use reference materials to extend their range of language and improve their accuracy. |