

KS3 MFL Progression Grid

	Strand 1 (Equal Weighting) LISTENING	Strand 2 (Equal Weighting) SPEAKING	Strand 3 (Equal Weighting) READING	Strand 4 (Equal Weighting) WRITING
9	<i>All the steps below, and I can also...</i> - listen to spoken real examples of the language e.g. songs, video clips, films and TV programmes for pleasure and identify cultural references. - understand longer spoken texts the first time I hear them.	<i>All the steps below, and I can also...</i> - discuss various subject matters, I can express and justify opinions. - speak with confidence and spontaneity on a wide range of topics.	<i>All the steps below, and I can also...</i> - read real examples of written language e.g. books, magazines, comics, internet sites, leaflets for pleasure. - understand longer written texts the first time I read them.	<i>All the steps below, and I can also...</i> - use a range of authentic sources to help broaden the scope of what I write and to help improve the accuracy. - apply grammar accurately.
8	<i>All the steps below, and I can also...</i> - use knowledge learnt from listening in my speaking and writing. - use cultural knowledge to inform my understanding of spoken language	<i>All the steps below, and I can also...</i> - speak more spontaneously. - use more complex structures accurately. - use my knowledge of phonics to pronounce new words correctly. - take part in a longer conversation answer simple questions in a conversation or after a presentation. - adapt my language for different audiences (formal or informal)	<i>All the steps below, and I can also...</i> - use knowledge learnt from reading in my speaking and writing. - use cultural knowledge to inform my understanding of written language - read and respond to short literary texts (e.g. stories or poems) in the target language	<i>All the steps below, and I can also...</i> - write at greater length and for different purposes and audiences. - use more complex structures accurately. - express and justify idea purpose, opinions and points of view. - write longer texts on a wide range of topics.
7	<i>All the steps below, and I can also...</i> - become better at recognising and understanding more complex structures. - use a range of strategies to work out the meaning of unfamiliar language in unpredictable situations cope with spoken texts from various sources, which include unfamiliar language at near normal speed	<i>All the steps below, and I can also...</i> - apply grammar to make new, accurate sentences. - speak about a range of topics including reference to three time frames and including some complex structures. - add cultural aspects to my spoken language - confidently adapt my language for formal and informal situations	<i>All the steps below, and I can also...</i> - become better at recognising and understanding more complex structures. - use a range of strategies to work out the meaning of unfamiliar words language in unpredictable situations cope with written texts from various sources which include unfamiliar language and a range of authentic materials	<i>All the steps below, and I can also...</i> - apply grammar to make new, accurate sentences. - use a range of sources to help me with grammatical information about verbs. - write for a range of purposes and audiences and I can organise my written work with greater efficiency. - begin to use more complex structures. - write a longer text on a range of topics including reference to three time frames and including some complex structures e.g. subordinate clauses.
6	<i>All the steps below, and I can also...</i> - begin to recognise and understand more complex structures. - apply my knowledge of grammar to recognise and understand previously learnt language in spoken texts in another context. - understand a range of different styles of spoken texts e.g. non-fiction, literary etc. - use phonics (sound-letter links) to write down what I hear	<i>All the steps below, and I can also...</i> - use previously learnt vocabulary and structures in my spoken language. - begin to use more complex structures. - use a range of complex forms of opinions and connectives. reference to three time frames - use pronunciation and intonation (the rise and fall of speech) that are accurate	<i>All the steps below, and I can also...</i> - begin to recognise and understand more complex structures. - apply my knowledge of grammar to recognise and understand previously learnt language in written texts in another context. - understand a range of different styles of written texts e.g. non-fiction, literary etc, including authentic materials	<i>All the steps below, and I can also...</i> - use previously learnt vocabulary and structures in my written language. - begin to use more complex structures. - use a range of complex forms of opinions and connectives. - accurately write a text on a range of topics including reference to three time frames and including some complex structures. translate with a high degree of accuracy

5	<i>All the steps below, and I can also...</i> • recognise other people's opinions. • understand most complex forms of opinions. • understand longer spoken texts with references to two or more time frames.	<i>All the steps below, and I can also...</i> • begin to use complex forms of opinions and reasons. • take part in a longer conversation with references to two or more time frames. • use pronunciation and intonation (the rise and fall of speech) that are broadly accurate	<i>All the steps below, and I can also...</i> • recognise other people's opinions. • understand most complex forms of opinions. • understand longer written texts with references to two or more time frames. • understand the main points of simple authentic texts • use phonics (sound-letter links) to work out how words sound	<i>All the steps below, and I can also...</i> • begin to use complex forms of opinions and reasons. • write a longer text with references to two or more time frames. • organise ideas clearly in a written text translate short paragraphs of text
4	<i>All the steps below, and I can also...</i> • understand spoken texts with references to two time frames on several topics. • identify more complex forms of opinions and reasons. • understand the main meaning of a longer spoken text. • apply phonics to decode unfamiliar words for dictation and transcription	<i>All the steps below, and I can also...</i> • use more opinions and give reasons. • use basic connectives. • ask questions using a wider range of question words. • use phonics to attempt pronunciation of new words. • take part in a longer conversation from memory on a range of familiar topics.	<i>All the steps below, and I can also...</i> • find new words from different sources • understand longer written texts with references to two time frames on several topics. • identify more complex forms of opinions and reasons. • understand the main meaning of a longer written text, using phonics and context	<i>All the steps below, and I can also...</i> • find new words and/or grammatical information e.g. gender of nouns, plurals. • use more opinions and give reasons. • use a range of connectives. • write a longer text from memory on a range of familiar topics. • accurately translate several short sentences.
3	<i>All the steps below, and I can also...</i> • spot opinions and reasons in longer spoken texts. • understand the main ideas and some of the detail from longer spoken texts with the help of repetition. spot the main ideas and simple opinions in a short spoken text with the help of repetition. • recognise common sound-spelling links	<i>All the steps below, and I can also...</i> • take part in a short conversation from memory on familiar topics. • ask simple questions and express simple opinions. • use knowledge of phonics to pronounce correctly, including when I read aloud • use a range of phrases to make myself understood in the classroom.	<i>All the steps below, and I can also...</i> • look up words more accurately. spot opinions and reasons in longer written texts. • understand the main ideas and some of the detail from longer written texts with some aid with vocabulary. • identify the main points and simple opinions in a short written text with some aid with vocabulary.	<i>All the steps below, and I can also...</i> • construct simple questions and express simple opinions. • write short sentences from memory. • use basic connectives (e.g. and, but) translate short phrases • use a set of prompts to guide my writing
2	<i>All the steps below, and I can also...</i> • understand a range of familiar phrases with the help of repetition and respond using words or short phrases. • identify key sounds and phonemes (speech sounds)	<i>All the steps below, and I can also...</i> • use some familiar phrases to make myself understood in the classroom. answer a small number of questions and give simple answers in the form of short sentences, applying phonics for pronunciation	<i>All the steps below, and I can also...</i> • look up new words • understand a range of familiar written phrases and respond using words or short phrases.	<i>All the steps below, and I can also...</i> • write short sentences with the help of a glossary • spell simple words correctly from memory. translate single words • apply simple phonics for spelling
1	<i>I can...</i> • pick out some cognates (similar words in two languages) in short spoken phrases. • understand some familiar words and phrases with the help of repetition or action or visual reinforcement. • begin to notice some sound patterns	<i>I can...</i> • say/repeat some simple phrases with guidance on pronunciation, using phonics	<i>I can...</i> • pick out some cognates (similar words in two languages) in short written texts. • understand some familiar words and phrases with the help of a glossary • link letters to sounds	<i>I can...</i> • write/copy some simple phrases with guidance on spelling.