



The Royal School

Wolverhampton

Curriculum 2024-25

MFL

MFL Curriculum

MFL curriculum intent

Whilst following the guidelines of the National Curriculum we aim to offer a broad based curriculum which will result in acquisition of knowledge, develop enjoyment of learning and will equip our pupils for work and leisure as active, confident and responsible members of society.

In particular we aim to:

- Provide a high-quality languages education that will foster pupils' curiosity and deepen their understanding of the world. Learning a foreign language is a liberation from insularity and provides an opening to other cultures.
- Pupils will be able to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing.
- Provide opportunities for pupils to communicate for practical purposes, learn new ways of thinking and read great literature in the original language.
- Provide the foundation for learning further languages, equipping pupils to study and work in other countries.

MFL curriculum implementation

In MFL we teach 2 lessons of German per week in year 7, 2 lessons of French per week in year 8, 2 lessons per week at KS4 and 5 lessons per week at KS5. Our curriculum is structured in learning cycles. Each cycle lasts for 7 weeks and includes at least one assessment followed by a review where re-teaching or stretch and challenge opportunities, tailored to the needs of the pupils can take place. There are 5 learning cycles per year.

Each lesson follows The Royal lesson structure below:

- Date and learning question.
- Review questions as bell work and answers to be self-assessed or peer assessed.
- Homework set at start of lesson.
- The learning journey shared including lesson objectives and success criteria.
- Challenge tasks set every lesson.
- Review learning objectives at end of lesson.

Our curriculum is implemented in many ways including taught lessons and out of class experiences such as extra-curricular period 6 activities, trips Chateau Molay, Bremen, the Rhine, Cologne, German Christmas Markets, opportunities to interact with native speakers of the language, Theatre trips, Language days, experiences at local Universities, revision days for KS4 and KS5, European Day of Languages celebrations, and the French circle for KS5

MFL curriculum impact

The impact of our curriculum can be evaluated in many ways using both quantitative and qualitative information indicating how ready pupils are for the next stage in their learning whether that be transition between key stages or leaving for universities, apprenticeships or work at the end of year 13.

This includes an assessment of

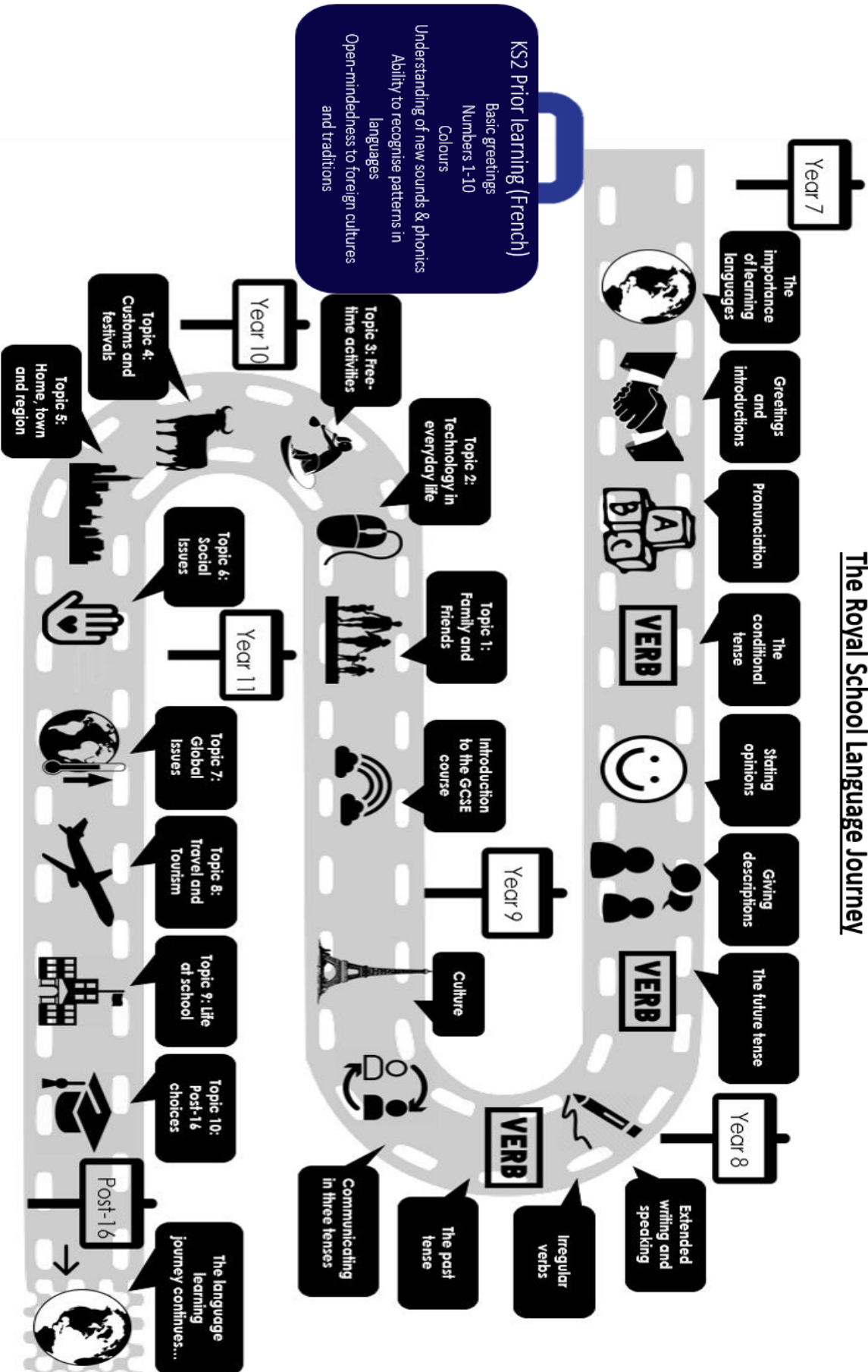
- the number of pupils achieving the national average (and often higher!) at the end of their key stage indicating their readiness to move forward with the next stage of their learning journey.
- the number of pupils opting for the subject at GCSE and A Level
- the number of pupils participating in period 6 activities or non-compulsory trips such as exchanges.

Further information that can be used to assess the impact of the curriculum includes:

- The number of pupils gaining places at their first choice universities.
- The number of pupils gaining entry into their chosen career route including apprenticeships and employment.

MFL Learning Journey

The Royal School Language Journey



MFL KS3 Curriculum Mapping

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/840002/Secondary_national_curriculum_corrected_PDF.pdf

National curriculum content	Year 7	Year 8	Year 9 (GCSE foundation year)
Aims: The national curriculum for MFL aims to ensure that pupils:			
understand and respond to spoken and written language from a variety of authentic sources	Listening and reading material used within course textbooks are authentic resources with native speakers	Listening and reading material used within course textbooks are authentic resources with native speakers	Listening and reading material used within course textbooks are authentic resources with native speakers, also 1jour1actu and TV5monde news resources from France etc.
speak with increasing confidence, fluency and spontaneity, finding ways of communicating what I can want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation			Role plays & photo cards as well as general conversation embedded into lessons so students can develop confidence. Use of native speaker sixth formers/ GCSE students where appropriate.
can write at varying length, for different purposes and audiences, using the variety of grammatical structures that I can have learnt			40/90 word tasks in the writing paper – students have to practice writing at different lengths and at different levels of complexity.
discover and develop an appreciation of a range of writing in the language studied			Literary extracts in reading paper at GCSE are sourced from authentic literary works.
Listening A01:			
listen to a variety of forms of spoken language to obtain information and respond appropriately	Listening activities used within course textbooks are authentic resources with native speakers	Listening activities used within course textbooks are authentic resources with native speakers	Listening activities used within course textbooks are authentic resources with native speakers, authentic video content from 1jour1actu
transcribe words and short sentences that I can hear with increasing accuracy	Dictation, listening practice	Dictation, listening practice	Dictation, listening practice, micro-listening activities
Speaking A02			
initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address	Using the different forms of you (du/sie, tu/vous, tú/usted)	Using the different forms of you (du/sie, tu/vous, tú/usted)	Using the different forms of you (du/sie, tu/vous, tú/usted), general conversation in the speaking exam.
express and develop ideas clearly and with increasing accuracy.			general conversation in the speaking exam, photo card

<p>speak coherently and confidently, with increasingly accurate pronunciation and intonation</p>			<p>general conversation in the speaking exam, photo card,</p>
<p>Reading A03</p>			
<p>read and show comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas and details, and provide an accurate English translation of short, suitable material</p>	<p>course book reading tasks</p>	<p>course book reading tasks</p>	<p>Use of newspaper articles and song lyrics, course book reading tasks</p>
<p>read literary texts in the language, such as stories, songs, poems and letters, to stimulate ideas, develop creative expression and expand understanding of the language and culture</p>	<p>Alphabet, verb songs to remember verb endings, cultural events</p>	<p>Parts of the body, Music, Film, cultural events</p>	<p>Music topic, Film and media, authentic adverts and videos for the technology topic</p>
<p>Writing A04</p>			
<p>write prose using an increasingly wide range of grammar and vocabulary, write creatively to express their own ideas and opinions, and translate short written text accurately into the foreign language</p>	<p>Opportunities to translate into target language appear in every topic</p>	<p>Opportunities to translate into target language appear in every topic</p>	<p>Paper 4 requires students to translate into TL- opportunities embedded into lessons for each topic.</p>
<p>Grammar A05</p>			
<p>identify and use tenses or other structures including the present, past, and future as appropriate</p>	<p>Present tense covered in the first instance with the verbs "to be" and "to have", students develop a basic knowledge of the perfect, present and near future tenses when covering the topic of sport and free time with "to play" and "to do"</p>	<p>Holidays – students will use the conditional, perfect, future tenses. When talking about clothes and going out, students cover the near future tense.</p>	<p>Students recap and revise the three core tenses in the first year, as well as placing an emphasis on core irregular verbs such as "to be", "to have", "to do", "to go"</p>
<p>develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues</p>			<p>Unit 1- family and relationships – opinions on marriage, ideal partners Unit 2 – discussing the advantages and disadvantages of technology. Unit 3 extreme sports. Unit 4 – discussing customs, festivals and traditions.</p>
<p>Using and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate</p>	<p>Giving opinions on school subjects, sports and hobbies using infinitive constructions, developing knowledge of the perfect and future tenses to describe what sports/hobbies you did last weekend/next weekend</p>		<p>Unit 1 – developing use and knowledge of reflexive verbs to describe relationships with family and friends. Using the conditional tense to describe an ideal partner and to say whether you would like to get married in the future. Unit 3 – describing sports and hobbies using infinitive constructions, reinforcing knowledge of the perfect and future tenses to describe what you did last weekend and what your plans are for next weekend</p>

<p>use accurate grammar, spelling and punctuation.</p>	<p>Developing knowledge of grammar and spelling through self and peer-assessment, as well as error identifying exercises to improve awareness of such errors. Weekly vocab testing focusing on accuracy and translation between TL and L1</p>	<p>Developing knowledge of grammar and spelling through self and peer-assessment, as well as error identifying exercises to improve awareness of such errors. Weekly vocab testing focusing on accuracy and translation between TL and L1</p>	<p>Developing knowledge of grammar and spelling through self and peer-assessment, as well as error identifying exercises to improve awareness of such errors. Use of exam assessment criteria when marking translation tasks and written tasks where appropriate.</p>
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French Curriculum Map 2023-24

Content Learning curriculum map

	Learning cycle 1	Learning cycle 2	Learning cycle 3	Learning cycle 4	Learning cycle 5
Y7	Talking about self <ul style="list-style-type: none"> - hobbies and interests -likes, dislikes and opinions -talking about animals -talking about life at school -talking about daily life 	My active life <ul style="list-style-type: none"> - talking about identity -talking about the natural world -talking about what you love doing -talking about your life online -talking about hobbies and why you like them -talking about what you find stressful 	Colours of the world <ul style="list-style-type: none"> - colours -describing pictures -animals and their location -talking about clothes -talking about personal appearance 	School <ul style="list-style-type: none"> - school subjects -giving opinions -school facilities -school day -times of the day -talking about citizenship 	My future <ul style="list-style-type: none"> - talking about role models - describing what you and your friends are like -what makes a good friend -talking about jobs -talking about the future
Y8	Getting involved <ul style="list-style-type: none"> -talking about inclusion -talking about family types 	Holidays <ul style="list-style-type: none"> -holidays at home -talking about a charity placement 	My life <ul style="list-style-type: none"> -talking about going out 	Technologies <ul style="list-style-type: none"> -talking about old technologies using the imperfect tense 	Eating habits <ul style="list-style-type: none"> -talking about impact of eating habits

	<ul style="list-style-type: none"> -talking about green solutions for our planet talking about daily routine -working for a better future 	<ul style="list-style-type: none"> -talking about visiting friends in the past tense -talking about a disastrous holiday in past tense -talking about eco friendly holidays 	<ul style="list-style-type: none"> -talking about childhood, imperfect tense what were you like -talking about cycling -surfing-my life:talking about achieving dreams 	<ul style="list-style-type: none"> -discussing pros and cons of new technologies -francophone influencers -discussing real life vs life online -discussing future technologies 	<ul style="list-style-type: none"> - comparing keeping fit in past and present tense -comparing health myths and reality -talking about well being -discussing future lifestyle changes
Y9	<p>Identity and relationships</p> <ul style="list-style-type: none"> - family members - descriptions - trends in family - friendship/family relationship - role models 	<p>Healthy living and lifestyle</p> <ul style="list-style-type: none"> - healthy vs unhealthy foods - saying what hurts and illnesses - lifestyle choices 		<p>Education and work</p> <ul style="list-style-type: none"> - school rules - further education - jobs 	
Y10	<p>Free Time</p> <ul style="list-style-type: none"> - hobbies and sports -leisure activities in the past -sport and music -making plans -leisure activities around the world 	<p>Customs and festivals</p> <ul style="list-style-type: none"> - different customs and festivals -birthdays -past festival -past and future festivals 		<ul style="list-style-type: none"> - celebrity culture - success in life -becoming famous -abilities and achievements -pros and cons of being famous 	

Y11

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Work

- types of jobs/career
- chores
- importance of languages
- applying for jobs

School

- subjects/time
- schools France/UK
- school rules
- extra-curricular
- school exchange

Revisions + GCSE exams

Grammar curriculum learning map

	Learning cycle 1	Learning cycle 2	Learning cycle 3	Learning cycle 4	Learning cycle 5
Y7	Introduction to French - nouns and gender -definite article -present tense of regular –er verbs -plural nouns] -indefinite articles (singular and plural) -possessive adjevctives mon, ma, mes -verb avoir (to have) -making verbs negative	My active life -verb être (to be) -verb infinitives -opinion verbs (aimer, adorer, détester)+infinitive -word families -the infinitive after the verb aimer in the negative	Colours of the world - verb voir (to see) -question word which (quelle, quell) -il/elle meaning it -adjective agreement -partitive articles	School - verb faire to do -partitive articles -adjective agreements -verb aller to go -à + definite article -pronoun on - ir, re verbs -near future tense	my future - relative pronoun qui -position of adjectives -comparative adjectives -je voudrais + infinitive -adverbs of frequency -negative form ne...jamais -verb vouloir (to want) -referring to the future -referring to the past -il faut + infinitive
Y8	Getting involved - nouns -indefinite pronouns	Holiday - perfect tense with avoir, regular verbs -perfect tense with être	my life - Perfect tense of irregular verbs -imperfect tense	technologies - using modal verbs in imperfect -using negative constructions	Eating habits - if + present + future -using present and imperfect together

	<p>-possessive adjectives</p> <p>-modal verb devoir present and conditional</p> <p>-reflexive verbs present tense</p> <p>-irregular verbs in future tense</p> <p>-</p>	<p>-perfect tense with être and avoir together</p> <p>-sequencers</p> <p>-imperfect tense of avoir, faire and être</p> <p>-</p>	<p>adjectives, BAGS rule</p> <p>-using perfect and imperfect together</p> <p>-</p>	<p>-verbs followed by prepositions and infinitives</p> <p>-using 3 tenses together</p> <p>-</p>	<p>-impersonal structures + infinitives</p> <p>- conditional</p> <p>- if + imperfect + conditional</p> <p>-</p>
Y9	<p>Identity and relationships</p> <p>-position of adjectives</p> <p>-adjective agreements</p> <p>-comparative adjectives</p> <p>-Present Er, Ir and Re verbs</p> <p>-Reflexive verbs in the present tense</p>		<p>-Healthy living and lifestyle</p> <p>-negatives</p> <p>-position of adverbs</p> <p>-near future tense</p> <p>-interrogative adjectives</p> <p>-imperatives</p> <p>-indirect object pronoun</p> <p>-perfect tense</p> <p>-</p>	<p>Education and work</p> <p>-ordinal numbers</p> <p>-modal verbs pouvoir and devoir</p> <p>-nouns ending in -ation</p> <p>-negative constructions</p> <p>-il faut + infinitive</p> <p>- feminine personal nouns</p> <p>-indefinite adjectives</p>	

Y10	<p>Free Time</p> <ul style="list-style-type: none"> -adverbs ending in -ment -imperfect tense -emphatic pronouns -perfect tense, irregular verbs -partitive articles -near future tense revision <p>En and à with places</p> <p>Perfect tense with être</p>	<p style="text-align: center;">Customs and festivals</p> <ul style="list-style-type: none"> - Question words and subject verb inversion - Direct object pronouns - Present tense irregular verbs - Irregular plural forms - Revision of perfect tense - Definite and indefinite articles - Using 2 tenses together 	<p style="text-align: center;">Celebrity culture</p> <ul style="list-style-type: none"> - de to show possession -perfect tense of modal verbs -infinitives used as nouns -the imperative -demonstrative adjectives -savoir + infinitive -possessive adjectives
Y11 (leg acy)	<p style="text-align: center;">Work</p> <ul style="list-style-type: none"> - Present tense (-er, -ir and -re verbs + irregulars) - Subjunctive tense (HIGHER only) - Perfect tense (with avoir and être, reflexive verbs) - Near future tense/Future tense 	<p style="text-align: center;">School</p> <ul style="list-style-type: none"> - Present tense (-er, -ir and -re verbs + irregulars) - Conditional tense (devoir, pouvoir) 	<p style="text-align: center;">Revisions + GCSE exams</p>

NB. The detailed SOW, assessments and lessons for each learning cycle should be placed in the correct folder in the subject team.

German Curriculum Map 2024-25

	Year 7	Year 9	Year 10 N/A Sept 25	Year 11 legacy
Learning Cycle 1	Hallo! Introducing yourself, finding out about gender and articles, discussing age, learning numbers 1-20, talking about where you live, saying when your birthday is, recognising months of the year, learning numbers 1-100. Grammar: gender and articles, using the verb sein “to be”, using the verb wohnen “to live”, using the verb haben “to have”,	Family and Relationships 1 Talking about yourself and your family Talking about getting on with others Describing family and friends Talking about personal relationships Revising key grammatical concepts	Home, town, neighbourhood and region Describing your home Describing furniture and household chores Describing directions & types of accommodation Describing what a town is like and what there is to see & do Describing a region Describing your ideal home	My studies <i>Giving opinions about school</i> <i>Describing your school</i> <i>Describing different types of school</i> Life at School and College Talking about school uniform and timetables Describing a typical school day Discussing different experiences of school life
Learning Cycle 2	Das is mein Welt talking about family members describing someone’s personality, describing hair and eye colour, learning parts of the body, talking about pets and animals. Grammar: using haben with the accusative, using possessive adjectives mein and dein, starting to recognise adjective endings, using conjunctions und, oder, aber, forming plural nouns	Family and Relationships 2 Talking about future relationships Discussing future relationship choices Describing ideal partners & using the conditional tense	Social Issues 1 <i>Talking about charities</i> <i>Describing charity work</i> <i>Understanding the importance of charities</i>	Education Post-16 Talking about post-16 choices Making choices about university or career Talking about career choices
Learning Cycle 3	Meine Freizeit Talking about sport and hobbies, saying how often you do something, talking about music you listen to and play. Grammar: revise the present tense, using irregular verbs, applying the “verb-second” rule, using gar nicht, gern, lieber, am liebsten	Healthy living and lifestyle Food Healthy vs unhealthy food Saying what hurts	Social Issues 2 <i>Describing eating habits</i> <i>Comparing old and new eating habits</i> <i>Describing health resolutions</i> <i>Giving advice to others</i>	Jobs, Career Choices and Ambitions Talking about different jobs Talking about choosing a career Discussing different career choices and ideal jobs
Learning Cycle 4	In der Schule Talk about school subjects and telling the time, give opinions on school subjects, talk about what your school is like, talk about after school activities. Grammar: using subordinate clauses with weil, using impersonal expressions, using man with modal verbs, revise the verb second rule	Healthy living and lifestyle 2 Lifestyle choices	Global Issues 1 Discussing local environmental issues & actions Discussing environmental problems & solutions	Revision – core skills practice, exam skills enhancement Reinforcement – Themes 1-3 Writing practice Speaking practice Confidence building
Learning Cycle 5	Mahlzeit talking about what you eat and drink, buying food, ordering something to eat, reading restaurant reviews, talking about healthy eating. Grammar: using the verb essen and trinken, using mir and dir, using ich möchte and ich hätte gern,	Education and work School rules Further education jobs	Travel and Tourism Talking about travelling to holiday destinations, the weather Discussing holiday accommodation Talking about holiday activities – past, present, future, ideal holidays	GCSE/BTEC exams followed by A level bridging work

	starting to use the perfect tense with haben, using man soll		Talking about German-speaking countries Talking about city breaks & holiday destinations	
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MFL Assessment Calendar 2022-23

	Year 7 French & German	Year 8 French & German	Year 9 French	Year 10 French, German	Year 11 French, Spanish
Learning Cycle 1	Week 5/6 Listening, reading, writing	Week 5/6 Listening, reading, writing	Week 7 Listening, Reading, Writing	Week 7 Listening, Reading, Writing	Week 5+6 Listening, Reading, Writing
Learning Cycle 2	Week 5/6 Listening, reading, writing, translation, grammar	Week 5/6 Listening, reading, writing, translation, grammar	Week 5/6 Listening, Reading, Writing	Week Listening, Reading, Writing	Mocks – Weeks 1 and 2: Listening, Reading, Writing, Speaking
Learning Cycle 3	Week 5/6 Listening, reading, writing, translation, grammar	Week 5/6 Listening, reading, writing, translation, grammar	Week 5/6 Listening, Reading, Writing, speaking	Week 5/6 Listening, Reading, Writing	Mocks: Week 6 and 7 Listening, Reading, Writing
Learning Cycle 4	Week 5/6 Listening, reading, writing, translation, grammar	Week 5/6 Listening, reading, writing, translation, grammar	Week 5/6 Listening, Reading, Writing	Mocks Week 3+4 Listening, Reading, Writing	Mocks Week 5/6 (TBC) Listening, Reading, Writing, Speaking
Learning Cycle 5	Week 6 Listening, Reading, Writing Translation and Grammar	Week 6 Listening, Reading, Writing Translation and Grammar	Week 5/6 Listening, Reading, Writing, Speaking	Week 6 Listening, Reading, Writing, Speaking	GCSE/BTEC exams

NB. The assessments and mark scheme for each learning cycle should be placed in the correct folder in the subject team.

KS3 Assessment Criteria

Pupils in years 7, 8 and 9 will be assessed on their knowledge, understanding and skills of the curriculum. GCSE grades will be used in years 10 and 11. Each assessment should have the following matrix showing exactly where pupils have met each criteria. The statements should be framed positively e.g. I can....

Year 7	WB – Working below end of year expectations	WT – Working towards end of year expectations	WAT – Working at end of year expectations	WA – Working above end of year expectations
Listening	I can understand a range of familiar spoken phrases. I can respond to a clear model of standard language, but may need items to be repeated.	I can understand the main points from short spoken passages made up of familiar language. I can identify and note personal responses. I may need short sections to be repeated.	I can understand the main points and some of the detail from spoken passages made up of familiar language in simple sentences. I may need some items to be repeated.	I can understand the main points and opinions in spoken passages made up of familiar material from various contexts, including present and past or future events. I may need some repetition.
Reading	I can understand familiar written phrases. I can match sound to print by reading aloud familiar words and phrases. I can use books or glossaries to find out the meanings of new words.	I can understand the main points and personal responses in short written texts in clear printed script made up of familiar language in simple sentences. I am beginning to read independently, selecting simple texts and using a bilingual dictionary or glossary to look up new words.	I can understand the main points and some of the detail in short written texts from familiar contexts. When reading on my own, as well as using a bilingual dictionary or glossary, I can begin to use context to work out the meaning of unfamiliar words.	I can understand the main points and opinions in written texts from various contexts, including present, past or future events. My independent reading includes authentic materials. I am generally confident in reading aloud, and in using reference materials.
Speaking	I can answer simple questions and give basic information. I can give short, simple responses to what I can see and hear, and use set phrases. My pronunciation shows an awareness of sound patterns and the meaning is clear.	I can ask and answer simple questions and talk about my interests. I can take part in brief prepared tasks, using visual or other clues to help me initiate and respond. I can use short phrases to express personal responses. Although I can use mainly memorised language, I can occasionally substitute items of vocabulary to vary questions or statements.	I can take part in simple conversations, supported by visual or other cues, and express my opinions. I can begin to use my knowledge of grammar to adapt and substitute single words and phrases. My pronunciation is generally accurate and I can show some consistency in my intonation.	I can give a short prepared talk that includes expressing opinions. I can take part in short conversations, seeking and conveying information, opinions and reasons in simple terms. I can refer to recent experiences or future plans, as well as everyday activities and interests. I can vary my language and sometimes produce more extended responses. Although there may be some mistakes, I make myself understood with little or no difficulty
Writing	I can write one or two short sentences, following a model, and fill in the words on a simple form. I can label items and write familiar short phrases correctly. When I can write familiar words from memory, my spelling may be approximate.	I can write a few short sentences, with support, using expressions that I have already learnt. I can express personal responses. I can write short phrases from memory and my spelling is readily understandable.	I can write short texts on familiar topics, adapting language that I have already learnt. I draw largely on memorised language. I can begin to use my knowledge of grammar to adapt and substitute individual words and set phrases. I am starting to use dictionaries or glossaries to check words I have learnt.	I can write short texts on a range of familiar topics, using simple sentences. I can refer to recent experiences or future plans, as well as to everyday activities. Although there may be some mistakes, the meaning can be understood with little or no difficulty. I can use dictionaries or glossaries to check words I have learnt and to look up unknown words.

NB. The assessment criteria matrix should be saved in the correct folder in the subject team.

Year 8	WB – Working below end of year expectations	WT – Working towards end of year expectations	WAT – Working at end of year expectations	WA – Working above end of year expectations
Listening	I can understand the main points from short spoken passages made up of familiar language. I can identify and note personal responses. I may need short sections to be repeated.	I can understand the main points and opinions in spoken passages made up of familiar material from various contexts, including present and past or future events. I may need some repetition.	I can understand the difference between present, past and future events in a range of spoken material that includes familiar language in less familiar contexts. I can identify and note the main points and specific details. I need little repetition.	I can 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. I can understand language spoken at near normal speed, and need little repetition.
Reading	I can understand the main points and personal responses in short written texts in clear printed script made up of familiar language in simple sentences. I am beginning to read independently, selecting simple texts and using a bilingual dictionary or glossary to look up new words.	I can understand the main points and some of the detail in short written texts from familiar contexts. When reading on my own, as well as using a bilingual dictionary or glossary, I can begin to use context to work out the meaning of unfamiliar words.	I can understand the main points and opinions in written texts from various contexts, including present, past or future events. My independent reading includes authentic materials. I am generally confident in reading aloud, and in using reference materials.	I can understand the difference between present, past and future events in a range of texts that include familiar language in less familiar contexts. I can identify and note the main points and specific details. I can scan written material for stories or articles of interest and choose books or texts to read independently, at my own level. I am more confident in using context and my knowledge of grammar to work out the meaning of unfamiliar language.
Speaking	I can ask and answer simple questions and talk about my interests. I can take part in brief prepared tasks, using visual or other clues to help them initiate and respond. I can use short phrases to express personal responses. Although I use mainly memorised language, I can occasionally substitute items of vocabulary to vary questions or statements.	I can take part in simple conversations, supported by visual or other cues, and express my opinions. I can begin to use my knowledge of grammar to adapt and substitute single words and phrases. My pronunciation is generally accurate and I can show some consistency in my intonation.	I can give a short prepared talk that includes expressing their opinions. I can take part in short conversations, seeking and conveying information, opinions and reasons in simple terms. I can refer to recent experiences or future plans, as well as everyday activities and interests. I can vary my language and sometimes produce more extended responses. Although there may be some mistakes, I make myself understood with little or no difficulty.	I can give a short prepared talk, expressing opinions and answering simple questions about it. I can take part in conversations, using a variety of structures and producing more detailed or extended responses. I can apply my knowledge of grammar in new contexts. Although I may be hesitant at times, I make myself understood with little or no difficulty and with increasing confidence.
Writing	I can write a few short sentences, with support, using expressions that I have already learnt. I can express personal responses. I can write short phrases from memory and my spelling is readily understandable.	I can write short texts on familiar topics, adapting language that I have already learnt. I draw largely on memorised language. I can begin to use my knowledge of grammar to adapt and substitute individual words and set phrases. I am beginning to use dictionaries or glossaries to check words I have learnt.	I can write short texts on a range of familiar topics, using simple sentences. I can refer to recent experiences or future plans, as well as to everyday activities. Although there may be some mistakes, the meaning can be understood with little or no difficulty. I can use dictionaries or glossaries to check words I have learnt and to look up unknown words.	I can write texts giving and seeking information and opinions. I can use descriptive language and a variety of structures. I can apply grammar in new contexts. Although there may be a few mistakes, the meaning is usually clear.

Year 9	WB – Working below end of year expectations	WT – Working towards end of year expectations	WAT – Working at end of year expectations	WA – Working above end of year expectations
Listening	I can understand the main points and opinions in spoken passages made up of familiar material from various contexts, including present and past or future events. I may need some repetition.	I can understand the difference between present, past and future events in a range of spoken material that includes familiar language in less familiar contexts. I can identify and note the main points and specific details. I need little repetition.	I can 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. I can understand language spoken at near normal speed, and need little repetition.	I can 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. I can understand language spoken at near normal speed, and need little repetition.
Reading	I can understand the main points and some of the detail in short written texts from familiar contexts. When reading on my own, as well as using a bilingual dictionary or glossary, I can begin to use context to work out the meaning of unfamiliar words.	I can understand the main points and opinions in written texts from various contexts, including present, past or future events. My independent reading includes authentic materials. I am generally confident in reading aloud, and in using reference materials.	I can understand the difference between present, past and future events in a range of texts that include familiar language in less familiar contexts. I can identify and note the main points and specific details. I can scan written material for stories or articles of interest and choose books or texts to read independently, at their own level. I am more confident in using context and my knowledge of grammar to work out the meaning of unfamiliar language.	I can 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. I use new vocabulary and structures found in my reading to respond in speech or writing. I can use reference materials when these are helpful.
Speaking	I can take part in simple conversations, supported by visual or other cues, and express my opinions. I can begin to use my knowledge of grammar to adapt and substitute single words and phrases. My pronunciation is generally accurate and I show some consistency in my intonation.	I can give a short prepared talk that includes expressing their opinions. I can take part in short conversations, seeking and conveying information, opinions and reasons in simple terms. I can refer to recent experiences or future plans, as well as everyday activities and interests. I can vary my language and sometimes produce more extended responses. Although there may be some mistakes, I make myself understood with little or no difficulty.	I can give a short prepared talk, expressing opinions and answering simple questions about it. I can take part in conversations, using a variety of structures and producing more detailed or extended responses. I can apply my knowledge of grammar in new contexts. Although I may be hesitant at times, I make myself understood with little or no difficulty and with increasing confidence.	I can answer unprepared questions. I can initiate and develop conversations and discuss matters of personal or topical interest. I can improvise and paraphrase. My pronunciation and intonation are good, and my language is usually accurate.
Writing	I can write short texts on familiar topics, adapting language that I can have already learnt. I can draw largely on memorised language. I can begin to use my knowledge of grammar to adapt and substitute individual words and set phrases. I can begin to use dictionaries or glossaries to check words I have learnt.	I can write short texts on a range of familiar topics, using simple sentences. I can refer to recent experiences or future plans, as well as to everyday activities. Although there may be some mistakes, the meaning can be understood with little or no difficulty. I can use dictionaries or glossaries to check words I can have learnt and to look up unknown words.	I can write texts giving and seeking information and opinions. I can use descriptive language and a variety of structures. I can apply grammar in new contexts. Although there may be a few mistakes, the meaning is usually clear.	I can write articles or stories of varying lengths, conveying opinions and points of view. I can write about real and imaginary subjects and use an appropriate register. I can link sentences and paragraphs, structure ideas and adapt previously learnt language for my own purposes. I can edit and redraft my work, using reference sources to improve my accuracy, precision and variety of expression.