



## **KS2 into KS3 Languages Progression Overview and Assessment Guidance**

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# KS2 into KS3 Languages

## Progression Overview and Assessment Guidance



### Introduction

This guidance has been produced in collaboration with secondary language practitioners in the Ensemble Languages project. It builds on the progression overview and guidance produced for Key Stage 2 developed through the Ensemble Project for use in primary schools and provides a framework for progression from Key Stage 2 languages into Key Stage 3. It covers the language skills, knowledge and understanding in the National Curriculum programmes of study and shows how to relate them to the age-related expectations for each year group. (Appendix A provides a breakdown of the programme of study to show how the progression framework supports coverage across the key stage.) It can be used with any scheme of work and any language as it is skills based and measures progression through identifying skills and language knowledge that are easily adapted for different contexts.

Its main aims are to:

- support teachers in developing assessment principles for languages in KS3 now that there are no longer levels
- identify what progression might look like from KS2 to KS3
- identify the general language skills pupils bring with them to year 7 regardless of the language they have been learning.

It supports:

- curriculum planning
- auditing current planning, practice and resources
- monitoring and evaluation
- formative and summative assessment
- reporting attainment

### Assessment without levels

Using the framework will support teachers and departments to measure progression and assess pupils in languages and to follow the principles outlined in The Final report of the Commission on Assessment without Levels, September 2015.

As identified in the report, the framework supports teachers to:

- develop assessment of pupils' attainment and progress in languages which is directly linked to the languages curriculum.
- focus on providing pupils with feedback which identifies where their knowledge and understanding is secure and those areas where there are gaps.
- plan and evaluate future lessons and to consider how his or her teaching approach can be adapted to improve pupils' understanding.
- use in-school formative assessment to help pupils to measure their knowledge and understanding against learning objectives and wider outcomes and to identify where they need to target their efforts to improve.
- use summative assessment to give pupils information about how well they have learned and understood a unit of work taught over a period of time and on how they can continue to improve as well as provide information for other purposes.

## The Year 7 pupil's languages skill set

'Language learning at Key Stage 3 should build on the transferable skills and knowledge which primary school learners will bring to their Secondary foreign language learning, even if the language studied may be different. Assessment should motivate learners at this point to recognise their strengths in meeting a new challenge.'  
(Expert Subject Advisory Group, January 2015 )

Year 7 pupils will understand and appreciate the learning a new language and will know that it has a world context. They will bring skills, knowledge and experience from their own language or languages, through their literacy skills and from learning a new language. They will all come to Year 7 with the following skills and experience regardless of the language they have been learning. **Year 7 pupils will.....**

### Language learning strategies

- know some strategies that help them to remember key words and phrases
- know the importance of listening to others when learning and practising new language
- know how to find new words in a bi-lingual dictionary and to use online sources to support learning
- be able to talk about own learning in languages
- have experience of peer and self -assessment to improve language learning

### Knowledge about language

- know that there are different patterns in a new language, for example pronunciation, spelling, sound spelling links, word order
- be able to use some grammatical terms about English and a foreign language
- have an understanding of differences between English and the new language, for example gender, adjectival agreement, accents on letters and what they can do
- have an understanding of the similarities between English and the new language, for example how verb endings can change meaning, similar words 'cognates and 'near cognates'

### Listening skills

- have listened to spoken language in a variety of contexts, for example their teacher, recorded language, video clips, partners and group members, stories, songs and poems
- know the importance of listening carefully to a new language both from external sources and in face to face interaction
- have heard the foreign language being used in everyday life at school, for example in greetings, instructions, praise, questions, responses

### Speaking skills

- be familiar with talking in pairs and groups to practice language
- be confident to take risks and understand that making mistakes is an important part of learning a language
- know the importance of good pronunciation and intonation
- have created their own spoken language with support

### Reading skills

- have experience of reading words, sentences and texts to find out specific items of information
- developed some basic reading strategies in the foreign language such as identifying cognates,
- be familiar with the idea of skimming and scanning text to find out details
- be able to understand and read out loud words, sentences and texts

### Writing skills

- have produced writing using a model or other support and know how to adapt for own purposes
- have written for different purposes, for example display, conveying simple information and descriptions and creative purposes

## The progression framework for KS2 into KS3 languages

Year 7 pupils who continue with the same language they have been learning in primary school will be able to build on their prior skills, knowledge and understanding. (See the progression overview for years 5 and 6 in Appendix B and C). For Key Stage 3 the framework covers Years 7 and 8 with an expectation that in Year 9, pupils can take the skills further in terms of independence, complexity, accuracy and breadth of vocabulary and structure, in preparation for Key Stage 4. For each year group the framework comprises:

- **Skills** - this lists the skills from the KS3 programme of study that pupils might reasonably be expected to cover in terms of listening, speaking, reading and writing as well as grammar for each year group.
- **Arriving in year...able to** - this describes the likely end of year expectations and achievement of pupils in each year group and supports reporting as well as transition from year to year. It helps teachers to identify at the end of the year whether their pupils are in line with these expectations, exceeding them or below. It also helps to identify gaps when planning for the next stage.

### Using the 'Arriving in year...able to' statements to support assessment

Useful assessment information must be manageable, reliable and meaningful for teachers and pupils and provide a shared language for discussing progress and improvement. There is no expectation that all pupils will achieve all the statements in the *Arriving in year...able to* column. Pupils may also achieve them to different degrees e.g. with less confidence, better in some skills than others, smaller range of language etc. The statements can be used to develop success criteria, support target setting as well as for reporting achievement. They can be used to describe whole class achievement as in – Most pupils can ... Some pupils have achieved less well and can.... Some pupils have exceeded expectations and can.... This will support planning and next steps in learning. They can also be used to describe and track individual pupil achievement in order to report to parents and set targets for improvement/next steps in accordance with whole school assessment policies

### Example contexts and assessment opportunities

This section shows how the skills in the framework can be developed in different contexts and provide language learning activities and assessment opportunities. The tasks or activities can be used for whole class assessment or for a targeted group of pupils as well as individual pupils. They are designed so that assessment can take place in the classroom as part of everyday teaching and learning. The example contexts and assessment opportunities are presented as units of learning and are linked to cover all skills. They describe a range of activities that match the progression framework which teachers can use as they are; use as models for creating their own activities; or adapt to meet the needs of their pupils or their own schemes of work. They could also be adapted to create summative assessment tasks at the end of a unit of work.

### Characteristics of progression in languages

- growing familiarity with the sounds, the written form and the grammar of the language
- understanding and using an increasing range of structures and vocabulary
- the ability to deal with an increasing variety of materials in the language, including authentic material
- use of the language in an increasing range of contexts and for a variety of purposes
- the ability to adapt and manipulate language
- the ability to understand and use more complex language and to produce more extended responses
- the ability to move from the familiar to the less familiar language and contexts
- developing confidence, spontaneity independence and creativity as language learners and users.

## Year 7 Languages Progression Overview



### Skills developed in Year 7

- Understand main points, details and opinions from different kinds of short spoken sources including factual and personal information in familiar contexts
- Understand and respond to longer spoken sources sometimes in less familiar contexts, such as stories, poems, songs
- Develop conversations and dialogues in familiar contexts
- Communicate personal and factual information
- Make presentations to different audiences
- Use spoken language for practical purposes
- Sustain communication through asking for repetition, saying they don't understand, making requests
- Understand details, main points and opinions from a variety of short written texts in familiar contexts
- Begin to use context and other clues to work out the meaning of unfamiliar language
- Read stories, songs and poems, including reading aloud
- Start to use what they read for own speech and writing
- Translate sentences and short texts into English and into the language
- Write short simple texts made up of familiar language for different purposes, including personal and factual contexts
- Present ideas and information in different forms and for different purposes
- Redraft writing to improve accuracy and quality
- Work out the spelling/pronunciation of new words building on knowledge of sound spelling links.
- Understand new grammatical rules and apply them
- Begin to understand and use time frames and/or tenses other than the present in speech and in writing.

### Arriving in Year 8 able to...

- Show understanding of familiar spoken language containing different sentence patterns in a range of familiar contexts
- Obtain information from spoken sources, including in face to face interactions
- Understand main points and details from spoken sources that contain some unfamiliar language
- Develop and take part in conversations and role plays with some confidence in pairs and in groups.
- In presentations and conversations, vary the sentence patterns and vocabulary they use and sometimes produce more extended responses.
- Use familiar classroom language spontaneously to ask questions, ask for help and make requests.
- Show some consistency in pronunciation and intonation.
- Show understanding of different kinds of texts containing familiar language and different sentence patterns.
- Understand main points and details from written texts that contain some unfamiliar language
- Work out the meaning of new words using context and other clues such as similarities to English and other languages.
- Read aloud in a generally confident way, including stories, poems and songs.
- Translate short extracts of familiar language into and out of the language and convey meaning with some accuracy.
- Produce short simple texts, creative and factual varying sentence patterns and beginning to use high frequency words to support sentence building.
- Use dictionaries, glossaries and other resources as well as their knowledge of spelling patterns to check the accuracy of their writing
- Begin to identify patterns in the language for example in pronunciation, spelling, word order, sentence structure, tenses.
- Begin to use their knowledge of language and grammar to adapt what they say and write for their own purposes, substituting words and phrases.

## Year 7 Example contexts and assessment opportunities

### School at home and abroad

- Talk about school subjects in pairs or groups giving simple opinions and reasons
- Read and respond to emails from partner school
- Compare school life at home and in the country or countries of the language – sort descriptive sentences into similarities and differences
- Give a short presentation about school life in the country or countries of the language
- Listen to recordings of students describing school day – times, days, subjects etc.
- Translate short sentences about own school into the language
- Create an information pack/ podcast about school for visitors from partner school

### Daily routine and reflexive verbs

- Read, listen, research similarities and differences between themselves and pupils in the country or countries of the language
- Listen to foreign language assistant and note down details and times of a typical day in country or countries of the language
- Ask and respond to questions giving and requesting information about own daily routine with partner and note down what each other does when
- Complete a gap fill text with correct verb for each activity
- Re-order sentences to provide logical account of somebody's typical day
- Create book for younger pupils with daily routine of a children's story book character, e.g. Mister Men

### Fairy tales

- Listen to simplified versions of familiar stories – match what they hear to the correct title /order sentences in the correct sequence in groups or pairs
- Listen to version of story with errors and correct them
- Complete a gap fill of a story with correct verb in the past
- Guess who I am – present profile/short description of fairytale character to group or class
- Choose a section from the story/stories and read aloud
- Translate a section from the story/stories into English or add English captions to sections of story/stories
- Dictation – write down lines from the story/stories
- Create a story board matching text to pictures /Produce own fairy story with support of a writing frame

### Plan a visit to the country (real or imaginary)

- Research the area or town to be visited and plan what they would like to see/visit
- Listen to a tourist description and note key points
- Create simple dialogues and role-plays for situations they might be in n the visit – e.g. shops, directions, café
- Read the programme of what they will do there and present the information to others
- Feedback after the visit on what they did, what they liked and disliked in speaking or in writing/write a postcard from the trip

## Year 8 Languages Progression Overview

Skills developed in Year 8	Arriving in Year 9 able to...
<ul style="list-style-type: none"> <li>• Understand main points, details and opinions from different kinds of spoken material containing a variety of structures in familiar contexts</li> <li>• Extract information from spoken material containing some unfamiliar language</li> <li>• Understand and respond to stories, poems and other material from less familiar contexts</li>   <li>• Take part in, develop and initiate conversations in pairs and groups using a variety of structures and vocabulary</li> <li>• Respond to unexpected questions and responses</li> <li>• In role plays and other transactional tasks, start to use appropriate use of social conventions</li> <li>• Develop strategies for coping and sustaining communication such as asking for repetition, clarification, rephrasing</li> <li>• In presentations and conversations, express ideas and opinions and produce some more extended responses</li>   <li>• Show understanding of different types of written texts, including some longer texts, containing a variety of structures in various familiar contexts</li> <li>• Use techniques of skimming scanning and detailed reading to locate information</li> <li>• Read texts from less familiar contexts, including adapted/abridged literary texts, stories and poems</li> <li>• Use strategies such as context , grammatical clues and cognates to work out the meaning of unfamiliar language</li> <li>• Use what they read for own creative speech and writing</li> <li>• Translate short texts into English and into the language</li>   <li>• Write simple texts, creative and factual, varying language and using high frequency words to support sentence building and linking</li> <li>• Write in different forms and for different purposes, expressing ideas and opinions and including some more extended writing</li> <li>• Use reference materials/ a dictionary to review the accuracy of their writing</li> <li>• Use time frames and/or tenses other than the present.</li> </ul>	<ul style="list-style-type: none"> <li>• Show understanding of a variety of spoken material both in both familiar and less familiar contexts.</li> <li>• Understand a variety of structures including some unfamiliar language.</li> <li>• Respond to spoken sources, including in face to face interaction.</li>   <li>• Develop and initiate conversations in pairs and in groups with some confidence and spontaneity.</li> <li>• Produce some more extended responses using a variety of structures and vocabulary.</li> <li>• Use coping strategies in day to day classroom interactions.</li> <li>• Recognise and use some different social conventions</li> <li>• Use increasingly accurate pronunciation and intonation.</li> <li>• Speak quite accurately, although there will be errors when taking risks and using language more creatively.</li>   <li>• Read and respond to a range of texts containing a variety of structures in both familiar and less familiar contexts.</li> <li>• Use different strategies to understand text and locate information.</li> <li>• Use and adapt language from what they read in their own productive language.</li>   <li>• Translate extracts of familiar language into English and the language with some accuracy.</li>   <li>• Write for different purposes and in different forms with increasing independence, varying their language and linking sentences.</li> <li>• Use familiar spelling, grammar and punctuation with some accuracy although there may be errors when attempting more creative and complex language.</li> <li>• Check their own work for accuracy and to improve what they have written.</li> <li>• Understand new patterns and rules in the language for example in pronunciation, spelling, word order, sentence structure, tenses.</li> <li>• Use their knowledge of language and grammar to adapt previously learnt language in what they say and write for their own purposes.</li> </ul>

## Year 8 Example contexts and assessment opportunities



### Helping the environment

- Read simple texts about what is good and bad for the environment /environmental problems
- Listen to podcasts about the environment and note what young people to help the environment in the country or countries of the language
- Use modal verbs to describe what is important e.g. you must, it is necessary to
- Translate simple sentences about the environment into the language
- In pairs/groups talk about what they do e.g. recycle, use public transport etc.
- Make a poster related to environmental issues
- Describe where they live (speaking or writing) and say what is good and bad in relation to environmental issues e.g. litter, traffic, pollution, wild life

### Finding out about the country or countries of the language

- Research where the language is spoken and list facts e.g. population, capital, languages, food specialties
- Listen to /Read descriptions of different countries and identify which country is being described/identify key information/main points and details
- Listen to/read recipes and write a recipe for a speciality
- In groups, guess the country by asking questions/in pairs, information gap conversation
- Write a text/brochure/poster for chosen country
- Find out about and give a presentation about a historical famous or person from the chosen country

### Discovering literature (based on a simplified/abridged text of interest to pupils)

- Find out about the author of a selected text and present simple biography/description/profile in speech or writing
- Listen to extracts read from the text and reorder sentences to match what they hear
- Read aloud selections from the text
- Dictation – write down lines from the text
- Create dialogues between characters and act out scenes from the text
- Translate short extracts into English
- Match pictures to text to create carton or storyboard
- Read on-line reviews and write own review using a model

### Cinema and film

- Read online film reviews and identify key information and opinions
- Watch a trailer for a film and write sub-titles in English
- Match short film descriptions to correct title
- Give a presentation about favourite film or characters from the film / narrate the story of the film
- Based on a film from the country or countries of the language - describe characters from a film/write a film review /write the ending/write own sub-titles
- Sequence sentences in the past to produce a summary of the story of the film



## KS3 Languages National Curriculum Strands

## Appendix A

This section divides the *Languages programme of study: key stage 3* (September 2013) into the four skills of listening, speaking, reading and writing and the underpinning strands of grammar and intercultural understanding. It includes key aspects of the *Purpose of study, Aims* and *Subject content*. This presentation of the national curriculum in this way links clearly to the progression framework and supports teachers in demonstrating appropriate coverage.

Teaching should build on the foundations of language learning laid at key stage 2, whether pupils continue with the same language or take up a new one.


Listening	Speaking	Reading	Writing
<ul style="list-style-type: none"> <li>• listen to a variety of forms of spoken language including from authentic sources</li> <li>• understand personal information</li> <li>• understand factual information</li> <li>• understand spoken language that goes beyond immediate needs and interests</li> <li>• obtain information from spoken sources</li> <li>• respond appropriately to spoken language</li> <li>• cope with unfamiliar language</li> <li>• transcribe words and short sentences</li> </ul>	<ul style="list-style-type: none"> <li>• initiate and develop conversations</li> <li>• communicate for practical purposes</li> <li>• ask and respond to questions</li> <li>• communicate personal information</li> <li>• communicate factual information</li> <li>• communicate information that goes beyond immediate needs and interests</li> <li>• cope with unfamiliar language and unexpected responses</li> <li>• take part in discussion</li> <li>• make use of social conventions such as formal modes of address</li> <li>• express and develop ideas</li> <li>• develop and justify points of view</li> <li>• speak coherently and confidently</li> <li>• use increasingly accurate pronunciation and intonation</li> <li>• speak with increasing accuracy</li> <li>• speak with increasing spontaneity and independence</li> <li>• use what they read to develop own creative expression</li> </ul>	<ul style="list-style-type: none"> <li>• understand original and adapted written materials from a range of different sources</li> <li>• understand the purpose of different written material</li> <li>• understand key ideas</li> <li>• understand details</li> <li>• read literary texts (such as stories, songs, poems and letters)</li> <li>• translate short suitable material into accurate English</li> </ul>	<ul style="list-style-type: none"> <li>• communicate for practical purposes</li> <li>• communicate personal information</li> <li>• communicate factual information</li> <li>• communicate information that goes beyond immediate needs and interests</li> <li>• write prose</li> <li>• write creatively</li> <li>• express and develop own ideas and opinions</li> <li>• develop and justify points of view</li> <li>• use what they read to develop own creative expression in writing</li> <li>• write with increasing independence and accuracy</li> <li>• translate short written text accurately into the foreign language</li> </ul>

**Grammar and vocabulary**

- develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests
- identify and use tenses or other structures which convey the present, past, and future as appropriate to the language being studied
- use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate
- use accurate grammar, spelling and punctuation.

**Intercultural understanding**

- foster pupils' curiosity and deepen their understanding of the world
- learn new ways of thinking and read great literature in the original language
- understand and respond to spoken and written language from a variety of authentic sources
- discover and develop an appreciation of a range of writing in the language studied
- expand understanding of language and culture through the reading of literary texts

Year 5 Languages Progression Overview 		
Skills	Example contexts and language	Arriving in Year 6 able to...
<ul style="list-style-type: none"> <li>• Listen attentively and understand more complex phrases and sentences e.g. <i>in instruction, directions and other spoken sources such as songs stories, poems</i></li> <li>• Take part in short conversations using familiar structures and vocabulary and present information to others</li> <li>• Understand and express simple opinions</li> <li>• Read a variety of short simple texts in different formats and in different contexts e.g. <i>stories, poems, texts from the internet, nonfiction texts, emails from a partner school</i></li> <li>• Write simple sentences and short texts using a model and a dictionary to check the spelling of words</li> <li>• Recognise patterns when building sentences and apply knowledge of grammatical rules</li> <li>• Focus on correct pronunciation and intonation, using tone of voice and gesture to convey meaning</li> </ul>	<ul style="list-style-type: none"> <li>• Understand and use the alphabet for spelling and in context</li> <li>• Follow and give simple instructions and directions e.g. <i>a recipe, directions to a place, the route to school</i></li> <li>• Understand and express future intentions e.g. <i>about playing a musical instrument, leisure activities</i></li> <li>• Take part in conversations expressing likes, dislikes and preferences e.g. <i>about food, places, activities</i></li> <li>• Making simple statements and present information e.g. <i>about weather, seasons, places</i></li> <li>• Talk and write about the past in simple terms e.g. <i>What has been eaten/ drunk, the weather</i></li> <li>• Use simple adverbial phrases of time</li> <li>• Understand and communicate simple descriptions in speech and writing e.g. <i>of a scene, a place in town, the weather,</i></li> <li>• Use adjectives to add interest to a description</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the main spoken points of a short text that contains familiar and unfamiliar language in a new context</li> <li>• Identify specific sounds in familiar and unfamiliar words.</li> <li>• Present information to others. Express simple opinions.</li> <li>• Use spontaneously, a limited range of phrases and sentences to seek clarification and help.</li> <li>• Give a brief description linked to a recent area of learning such as a meal, animal or person using connectives such as <i>and, but, because</i> to form more complex sentences.</li> <li>• Begin to use the past tense in spoken language.</li> <li>• Perform a role-play or recite a short poem with confidence and accurate pronunciation, using appropriate tone and intonation.</li> <li>• Give constructive feedback to classmates.</li> <li>• Work with a partner to decipher a short text.</li> <li>• Read and understand the main points from a variety of short texts, containing familiar and unfamiliar language.</li> <li>• Begin to use a bi-lingual dictionary to check spelling.</li> <li>• Manipulate language by changing an element in a sentence when writing short text using a model.</li> <li>• Understand word order and agreement when including high frequency adjectives of eg colour and six and demonstrate this, with reasonable accuracy, in their writing.</li> </ul>



## Year 6 Languages Progression Overview

Skills	Example contexts and language	Arriving in Year 7 able to...
<ul style="list-style-type: none"> <li>• Understand the main points and simple opinions in spoken sources e.g. <i>story, song or passage</i></li> <li>• Understand longer and more complex phrases or sentences e.g. <i>descriptions, information, instructions</i></li> <li>• Use spoken language to initiate and sustain simple conversations on familiar topics and to describe incidents or tell stories from own experience</li> <li>• Understand and express simple opinions about past events</li> <li>• Present to an audience e.g. <i>role-play, presentation, performance, read aloud from a text</i></li> <li>• Read and understand the main points and some detail from a short written passage e.g. <i>extract from a story, email, message, poem, information, nonfiction text</i></li> <li>• Read aloud with expression</li> <li>• Write sentences and construct short texts using a model and from memory, using knowledge of words, text and structure</li> </ul>	<ul style="list-style-type: none"> <li>• Understand and use numbers in context e.g. <i>saying the year, 24 hour clock, quantities</i></li> <li>• Understand and communicate statements with reference to the past e.g. <i>about the school environment, everyday school routines, break time activities, a visit</i></li> <li>• Understand and express opinions about what something was like was like</li> <li>• Understand and use transactional language e.g. <i>in a café</i></li> <li>• Seek clarification of meaning</li> <li>• Ask questions (about places in a town)</li> <li>• Give a description e.g. <i>of a town, geographical features in a country</i></li> <li>• Antonyms</li> <li>• Use adjectives to add interest and detail to a description</li> <li>• Make statements about what they read e.g. <i>about sections in a newspaper (weather, what's on TV, a story, an email</i></li> <li>• Express and justify opinions</li> </ul>	<ul style="list-style-type: none"> <li>• Understand that some sounds and letter combinations need to be said and written differently to English</li> <li>• Listen to spoken foreign language for details and gist. Can identify key points and some detail.</li> <li>• Also understand the main spoken points of a short text on a known topic that contains familiar and unfamiliar language.</li> <li>• Follow a wide range of classroom instructions.</li> <li>• Take part in a simple conversation, ask and answer questions and express opinions.</li> <li>• Use spoken language confidently to initiate and sustain a simple conversation.</li> <li>• Present simple information on a familiar topic to the class.</li> <li>• Use peer and self-assessment strategies to support language learning</li> <li>• Recite a short piece of narrative from memory with increasing confidence, accuracy and expression.</li> <li>• Use a range of questions and statements spontaneously to seek clarification and help.</li> <li>• Understand key points and some detail in short written texts in familiar contexts.</li> <li>• Find new words in a foreign language by using a bilingual dictionary.</li> <li>• Read aloud with increasing confidence, accuracy and expression and know that symbols such as accents, cedillas and umlauts exist in the foreign language, why they are used and what they do.</li> <li>• Feel confident in tackling the pronunciation of new and unfamiliar words.</li> <li>• Write a short text on a familiar topic using a model and adapting language already learnt to suit their own purposes. Writing reflects understanding of gender of nouns, forming the plural, word order, agreement of high frequency adjectives. Writing may also show some understanding of past and future tense.</li> <li>• Use peer and self-assessment strategies to support language learning.</li> </ul>

## Useful links and resources

The Final report of the Commission on Assessment without Levels, September 2015

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/461534/Commission\\_report.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/461534/Commission_report.pdf)

Languages Expert Subject Advisory Group, January 2015

<http://www.expertsubjectgroups.co.uk/docs/ESAGMFLGroupAssessmentStatement.pdf>

Modern Foreign Languages - Oracy Bank - Welsh Government

A bank of up to 60 audio clips on with related activities, covering French, German and Spanish (20 in each language) to develop pupils' **oracy** skills in Key Stage 3

[http://resources.hwb.wales.gov.uk/VTC/2011-12/mfl/tinopolis/OracyBank/oracybank\\_en.html](http://resources.hwb.wales.gov.uk/VTC/2011-12/mfl/tinopolis/OracyBank/oracybank_en.html)

E—magazine covering French, German and Spanish texts and questions and interactive tasks (WJEC)

<http://ezine.org.uk/>

CILT Transition projects – case studies

<http://web.archive.org/web/20131128152302/http://www.cilt.org.uk/secondary/transition.aspx>



Ensemble MFL Project 2016