**MFL Overview KS2 – KS4**



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|  | **KS2** | **KS3** | **KS4** |
| **KEY MESSAGES** | **1)SUBSTANTIAL PROGRESS**  **IN ONE LANGUAGE**  **2)Practical communication** **in**  **familiar contexts or as part of**  **normal routine** e.g. classroom  language  3)**Lay the foundations for studying a**  **language at KS3**  4) Enable pupils to understand and  communicate **ideas, facts and**  **feelings in speech and writing,**  **focused on familiar and routine**  **matters**, using their knowledge of  phonology, grammatical structures  and vocabulary | 1)Developing **the breadth and**  **depth o**f pupils’ skills in listening,  speaking, reading and writing  2) **Securing a** **sound foundation**  **of core vocabulary and**  **grammar**  **3) Moving beyond communication**  **for learners’ immediate needs**  **4)Increasing accuracy, spontaneity**  **and fluency**  **5) Developing and justifying points**  **of view in speaking and writing**  6)Developing **accuracy of spelling,**  **pronunciation and grammar** | 1)Increasing the **breadth and**  **depth** of understanding  2)Demonstrating and **using**  **different time-frames**  3)Demonstrating understanding  of language spoken at **near**  **native-speaker speed**  4)Understanding and using  more **abstract vocabulary and**  **more complex structures**  5)Responding to **unexpected**  **comments, ideas** etc.  6)Talking at greater length  7)Using **rephrasing and repair-**  **strategies** to maintain  communication.  8)**Inferring, deducing, evaluating**  **and concluding meaning**  9)Demonstrating understanding  of literary texts. |
| **Listening** | **1)Listen attentively and**  **demonstrate understanding by**  **responding appropriately and**  **joining in**  **2)Understanding facts, ideas,**  **thoughts, feelings**  **3)Explore sounds of patterns** and  sounds of language through  poems, rhymes, songs  **4)Develop link between sound,**  **spelling and meaning** | 1) Listen to a variety of different  texts to obtain information  and respond appropriately  **2)Transcribe words and short**  **sentences they hear with**  **increasing accuracy**  **3)Understand references to**  **different time-frames** | 1)Listen to and understand clearly  articulated speech **at near**  **normal speed**  2**)Broaden vocabulary and**  **understand extended language**  **in a wider range of contexts**.  3)**Foundation Level:**  Understanding a clear standard  of speech across a range of  **familiar contexts**  4)**Foundation/Higher Level:**  Understanding **general details,**  **specific details, ideas in texts of**  **varying lengths with different**  **time references**  5)**Higher Level:**  **Deduce meaning from texts of**  **different lengths, including**  **some more complex language**  **and abstract material.**  6)Show understanding of texts  which deal with **cultural or**  **contemporary issues**.  7)Understanding more extended  authentic and adapted texts  answering questions, **extracting**  **information, evaluating and**  **drawing conclusions** |
| **Speaking** | **1)Express facts, ideas, thoughts**  **and feelings on familiar or**  **routine matters**  2) Achieve **accurate pronunciation**  **and intonation in the context of**  **familiar vocabulary**  **Reading aloud - see sound-**  **spelling link above**  **3)** **Practical Communication:** Ask  questions, respond to others in  routine or familiar situations.  Discussing (opinions) Asking for  clarification or help.  **4) Present ideas and information** to  an audience (describing people,  things, actions and ideas)  5) Develop fluency, accuracy and  spontaneity | **1)Use of different time-frames**  **2)Initiate and develop**  **conversations , coping with**  **unfamiliar language, using**  **informal and formal modes of**  **address**  **3) Speaking** **coherently and**  **confidently with increasingly**  **accurate pronunciation and**  **intonation** | 1)Communicate information and  ideas to **native speakers in**  **speech**  2)Increasing level of **accuracy,**  **fluency and spontaneity**  **3) Use accurate pronunciation**  **and intonation understandable**  **to a native speaker**  **2)Foundation Level**:  Communicating and interacting  successfully **across a range of**  **specified contexts**, taking part  in **short conversations**, asking  and answering questions  **3) Foundation/Higher:**  Narrating events – **increased**  **level of complexity, reference**  **to different time-frames**  **4)** **Higher Level:**  Speak **spontaneously,**  **responding to unexpected**  **ideas etc.**  **5) Using rephrasing and repair-**  **strategies** to main the flow of  communication  6) Using **more complex structures**  **7 )More extended speech**  **8) Justifying points of view** |
| **Reading** | 1)Understanding **words and simple**  **texts (**information, ideas,  feelings etc)  2) Develop knowledge of **sound-**  **spelling link – see listening**  **above- reading aloud**  **3)Appreciating a range of texts**  **including literature** | 1)Read an **increasing range of**  **authentic and adapted texts,**  understanding **purpose, main**  **ideas and detail**s  2)Provide **an accurate translation**  **of short texts/extracts**  **3) Read literary texts (stories,**  **songs, poems, letters) in the**  **language to stimulate ideas,**  **develop understanding of**  **language and culture** | **1)Foundation:** Understand  **general and specific details**  within texts in **familiar language**  **across a range familiar contexts**  2) **Foundation/Higher Level:**  Understand texts **of varying**  **length**s, including different  **time-frames** involving some  **more complex** language  **3)Translate a short passage from**  **the assessed language into**  **English**  4)**Higher Level:**  Demonstrate understanding by  **scanning for particular**  **information, summarizing and**  **organising relevant material,**  **drawing inferences from the**  **context and recognising implicit**  **meaning where appropriate** |
| **Writing** | **1)Writing words and phrases from**  **memory**  2)Using **knowledge of language-**  **patterns and structure** to  produce sentences  3)**Describe** people, places, things &  actions  4)Producing **a variety of texts**  **for different audiences** and  purposes  **5)Using knowledge of grammar and**  **structure to increase accuracy**  **and extend the range of language** | 1)Write texts using an  increasingly wide range of  grammar and vocabulary,  **making reference** **to more than**  **one time-frame**  **2)Write creatively to express**  **opinions and ideas**  **3)Translate short written text**  **accurately into the FL.** | **1)Foundation Level:**  Write **short texts in familiar**  **contexts, u**sing simple  sentences **and familiar language**  **accurately to convey meaning**  **and exchange information**  **2)Foundation/Higher Level:**  **Write more extended texts**  involving **more complex**  **language,** **referring to different**  **time-frames**  **3)Higher Level:**  Demonstrate **a more complex,**  **extended and independent use**  **of language, varying both**  **register and style to suit both**  **purpose and audience.**  **4)Manipulate language** including  some **more complex structures**  to produce **original language**  which is **increasingly accurate**.  **5)Translate with increasing**  **accuracy texts into the FL,**  **demonstrating knowledge of**  **grammar.** |
| **Grammar** | **1)Gender of nouns, high frequency**  **verbs, basic grammatical**  **structures**: **How to apply them and**  **use them to create new sentences**.  Adapting sentences to create new  meaning. | **1)High-frequency verbs including**  **the past-tense, knowledge of**  **key irregular verbs, formation**  **and endings of all parts of**  **the verb, recognizing and**  **applying verb patterns, how to**  **form the future-tense**  **2) Use of prepositions – impact on**  **definite/indefinite article**  **Use of different connectives**  **Basic rules relating to**  **word-order (particularly applies**  **to German)**  **3)Pronouns - subject/object**    **4)Basic rules –adjective endings.**    **5)Basic examples of the relative**  **pronoun** | **1)Conditional and past**  **Conditional tenses**  **Some basic uses of the**  **subjunctive mood and the**  **passive- hypothesis**  **Good working knowledge of**  **different verb patterns as well**  **as a wide range of irregular**  **verbs.**  **High-frequency prepositional**  **verbs**    **2) Producing more complex**  **sentences - forming**  **subordinate clauses.**  **‘If’ sentences to express**  **hypothesis**  **3)Indirect object pronouns**  **4)A range of more complex**  **connectives eg. so that, on**  **condition that**  **5) More complex relative**  **pronouns e.g. ‘whose’** |
| **Intercultural and the wider perspective** | **1**)**Liberating pupils from insularity,**  **an opening to other cultures**.  Language learning should **foster**  **pupils’ curiosity** and **deepen their**  **understanding of the world**. | **1)Stimulate curiosity about other**  **cultures**  **2)Developing new ways of**  **thinking** | **1)Using the FL to make links with**  **other areas of the curriculum,**  **to deepen knowledge and**  **enable bi-lingual learning**  **where language may become a**  **medium for constructing and**  **applying knowledge in that**  **subject.** |
| **Language-Learning** | **1)How to derive the meaning of new**  **words in familiar contexts including**  **using a dictionary**  **2)Develop interest and skills for**  **future language-learning.**  **3)Provide the foundation for learning**  **further languages.** | **1)Laying the foundations for KS4 –**  **GCSE.** | **1)Develop language skills for**  **both immediate use as well as**  **for future study and working**  **internationally** |