**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  language3)**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 writing2) **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 understanding2)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 length7)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  communication6) 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**s2)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 sentences3)**Describe** people, places, things & actions4)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** |