The Grange School KS3 Progress Step Descriptors - MFL

Languages	Listening	Speaking	Reading	Writing	Grammar
Progress Step TR4	• I can understand familiar words and phrases.	• I can say single words and short phrases with support. • I can copy correct pronunciation and intonation.	• I can understand familiar written words and phrases. • I can read them aloud.	• I can write or copy simple words correctly. • I can label items. • I can complete short phrases or sentences.	Understand the following grammatical terms in English: • Noun, article, adjective, pronoun, verb, tense Understand and use: • Nouns (singular and plural) • Gender and articles: definite and indefinite articles (masculine, feminine and plural) • Key high-frequency verb forms: • Numbers
Progress Step TR5	• I can understand a range of familiar phrases and opinions.	• I can answer simple questions. • I give basic information and opinions.	• I can understand familiar written phrases and opinions. • I can read words and phrases aloud.	• I can write a few short sentences with support, giving basic information and using frequently used verbs. • I can write some words from memory. • My spelling and accents are improving, and the meaning is clear.	Understand and use • Regular adjectives (masculine and feminine singular forms only) • Subject pronouns • Verbs of opinion in first person singular, followed by a noun • The present tense of regular verbs (singular forms only) • Simple questions: using intonation to change a statement into a question • The simple negative: with present tense verbs • Simple connectives • Intensifiers/qualifiers/quantifiers • Dates
Progress Step TR6	• I can understand main points and opinions from short dialogues. • I can transcribe familiar words.	• I can ask and answer simple questions • I am starting to understand opinions. • I can take part in brief dialogues using short phrases.	• I can understand the main points and opinions in short texts. • I can translate single words and short phrases into English.	• I can write several short sentences with support giving information and simple opinions. • I can translate words and short phrases into the target language. • My writing is mainly accurate, and the meaning is clear.	Understand and Use:- • Regular adjectives: agreement and position (including plurals) • Possessive adjectives • Interrogatives • The present tense of key irregular verbs: (singular forms only) • Verbs followed by à and de • Simple questions • The partitive article • Frequency expressions

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					• Modes of address • Adverbs of place: adverbs of time in the present: • Common simple prepositions:
Progress Step 1	• I can understand main points, opinions and some details in short passages which include reference to either the present or the future. • I can transcribe short phrases.	• I can take part in simple conversations in one tense. • I can understand opinions and give reasons for opinions. • I can describe and give information in short dialogues. • I am beginning to speak spontaneously.	• I can understand the main points, message, detail and opinions in short written texts. • I can use a bilingual dictionary or glossary to look up unknown words. • I can translate simple sentences into English.	• I can write short texts for different purposes. • I can give simple opinions and reasons. • I can translate simple sentences into the target language. • My writing is mainly accurate, and the meaning is clear.	Understand and Use:- • The infinitive following verbs of liking • The present tense of regular verbs (full paradigm) • The present tense of reflexive verbs (singular forms only) • The near future tense • Time expressions for use with the near future tense • Other connectives • Demonstrative adjectives • Use of de after a negative • More common prepositions • Time
Progress Step 2	• I can understand a range of short passages which include opinions with basic reasons, details and reference to either the present and the past, or the present and the future. • I can transcribe short sentences.	• I can take part in short conversations, describing, informing, expressing opinions and giving reasons. • I ask some questions. • I use two verb tenses, using a range of vocabulary and common grammatical structures • My pronunciation and intonation are quite accurate.	• I can understand a range of texts which include opinions and include two verb tenses. • I know how to work out meaning in short authentic texts. • I can translate longer sentences into English.	• I can write short texts giving and asking for information and opinions, including two verb tenses. • I can translate longer sentences into the target language. • My writing is mainly accurate, and the meaning is clear.	Understand and Use:- • The perfect tense of regular –er verbs • The perfect tense of common irregular verbs • The present tense of common irregular verbs (full paradigm, plus all plural subject pronouns) • Two tenses together (present and perfect or present and near future) • Prepositions followed by de • Time expressions for use with the perfect tense • Irregular adjectives • Comparative adjectives • Regular adverbs • Indefinite pronouns Indefinite adjectives

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					• Interrogative adjectives: • The imperfect tense of most common verbs
Progress Step 3	• I can understand longer passages which include opinions with reasons and reference to the present, the past and the future. • I can transcribe sentences.	• I can take part in longer conversations, expressing and justifying opinions. • I give detail and use three verb tenses. • I use a range of vocabulary and grammatical structures. • I ask unsolicited questions and expand my answers. • My pronunciation and intonation are quite accurate.	• I can understand a range of texts which include opinions and include three verb tenses. • I can read short authentic texts. • I can translate short passages into English.	• I can write short texts in a range of contexts, giving and asking for information and opinions using three verb tenses. • I can use style and register appropriately. • I can translate longer sentences into the target language. • My writing is mainly accurate, and the meaning is clear.	Understand and Use: • The perfect tense • The present tense of regular reflexive verbs (full paradigm) • Three tenses together (present, perfect and near future) • Je voudrais / quisiera + infinitive • Il faut + infinitive • The imperative (both forms) • Superlative adjectives • Plural possessive adjectives: • Common adverbial phrases • Interrogative verb forms
Progress Step 4	• I can deduce meaning and understand the overall message and key points in passages which include at least three different tenses, justified opinions and some less familiar vocabulary and grammatical structures.	• I am beginning to start and develop conversations and describe events. • I use a wide range of vocabulary and grammatical structures in three verb tenses. • I ask unsolicited questions and respond to unexpected questions, expanding answers. • My pronunciation and intonation are quite accurate.	• I can understand the overall message and key points of texts, including extracts from literary texts, including at least three different tenses, opinions and some unknown vocabulary, as well as more complex grammatical structures. • I know how to work out meaning in a variety of authentic texts. • I can translate short passages, containing some more complex grammatical structures and less common vocabulary, into English.	• I can write longer texts giving descriptions and opinions with reasons, using three verb tenses. • I can translate longer sentences into the target language. • My writing is mostly accurate, and the meaning is clear. I attempt to use more complex structures.	Understand and Use: • The imperfect tense of other common • The simple future tense • The present tense of irregular reflexive verbs (full paradigm) • The conditional of to want / to like • Questions using question words and inversion • Other negatives: • Subordinating conjuctions: • Relative pronouns: • Interrogative pronouns: Demonstrative pronouns: • Avant de + infinitive Understand only: • Direct object pronouns with non-compound tenses "verbs
Progress Step 5	• I can deduce meaning and understand detail in longer passages from authentic sources which include at least	• I begin and develop conversations coherently and confidently on different topics. • I adapt language for new	• I can work out the understand the meaning and detail in longer texts, including extracts from literary texts, including at	• I can write longer texts on a variety of topics, containing descriptions and opinions with reasons, including three verb	Understand and Use: • The imperfect tense (full paradigm, including less common verbs)

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	three different tenses, well-justified opinions and some less familiar language and grammatical structures.	purposes. • Sometimes, I use some less common vocabulary and some more complex grammatical structures using three verb tenses. • I ask unsolicited questions, and respond to unexpected questions, expanding my answers. • I am starting to use coping strategies to deal with unknown words. • My pronunciation and intonation are very good.	least three different tenses, opinions and some new language as well as more complex structures. • I can understand longer authentic texts. • I can translate short passages on a range of topics into English.	tenses. • My ideas are well structured, and I can link sentences and paragraphs. • I can translate a short passage into the target language. • My writing is mostly accurate, and the meaning is clear. • I attempt to use more complex structures.	• Use of y and en • Emphatic pronouns +I14I14:I15 • Comparative and superlative adverbs • Time expressions + present tense Understand only: • Indirect object pronouns and object pronouns in compound tenses • The pluperfect tense • The passive voice: present tense • The present participle
Progress Step 6	• I can deduce meaning and understand the overall message and detail in longer passages from authentic sources which include at least three different tenses, opinions and some more complex grammatical structures and less familiar vocabulary.	• I start and develop discussions on a variety of topics, using the correct register. • I describe events clearly. • I see some less common vocabulary and more complex grammatical structures using four verb tenses. • I ask unsolicited questions and respond to unexpected questions and points of view. • I expand answers where appropriate. • I have strategies to deal with unknown words and phrases. • My pronunciation and intonation are very good.	• I can work out the meaning in longer texts, including extracts from literary texts, which include a combination of different tenses, opinions, some more complex grammatical structures and some new vocabulary. • I can understand longer authentic texts. • I can translate short passages, containing more complex language and grammar, accurately into English.	• I can write extended texts on a variety of topics, containing detailed descriptions and well-justified opinions, including four verb tenses. • I structure ideas well and can link sentences and paragraphs. • I can use a variety of grammatical structures accurately, including some more complex forms. • I can use language creatively. • I can translate a short passage into the target language. • My writing is mostly accurate, and the meaning is clear. • I attempt to use more complex structures.	Understand and use: • The imperative • Combinations of different tenses (present, perfect, future, imperfect) • The conditional of further common verbs: ce serait • Irregular comparative and superlative adjectives • Irregular comparative and superlative adverbs