

**MFL Key Assessment Criteria****Melling Primary School****Whole School National Curriculum Coverage**

|                                  | <b>Listening</b>   | <b>Speaking</b>   | <b>Reading</b>  | <b>Writing</b>  |
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| <b>Year 1</b>                    | Do they understand a few familiar spoken words and phrases?  | Can they say and repeat single words in short and simple phrases?   | Can they recognise and read out a few familiar words and phrases?   | Can they write or copy simple words or symbols correctly?   |
| <b>Year 2</b>                    | Do they understand a range of familiar spoken phrases?   | Can they answer simple questions and give basic information?  | Can they understand and read out familiar written phrases?  | Can they write one or two short sentences to a model?<br>Can they fill in the words on a simple form?   |
| <b>On completing Key Stage 1</b> | Should be able to understand a basic range of everyday expressions relating to personal details and needs. May need to listen several times to get the information needed, depending how fast the speaker talks. Should have some understanding of a few simple grammatical structures and sentence patterns. Should be familiar with the sound system of the language. Should be aware how to address people both formally and informally as appropriate. | Should be able to use basic range of everyday expression relating to personal details and needs. Pronunciation may not always be completely accurate but meaning will be clear. Should be able to understand and use a few simple grammatical structures and sentence patterns. Should be familiar with the sound system of the language. Should be aware of how to address people both formally and informally as appropriate. | Should be able to understand a basic range of everyday expressions relating to personal details and needs. Should have some understanding of a few simple grammatical structures and sentence patterns. Should be familiar with the writing system of the language. Should be aware of how to address people both formally and informally as appropriate. | Should be able to use a basic range of everyday expressions relating to personal details and needs. Spelling may not always be completely accurate but meaning will be clear. Should be able to understand and use a few simple grammatical structures and sentence patterns. Should be familiar with the writing system of the language. Should be aware of how to address people both formally and informally as appropriate. |

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| National Curriculum Requirements of Language at Key Stage 2 only | <ul style="list-style-type: none"> <li>• listen attentively to spoken language and show understanding by joining in and responding</li> <li>• explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>• engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</li> <li>• speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>• develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</li> <li>• present ideas and information orally to a range of audiences* <ul style="list-style-type: none"> <li>• read carefully and show understanding of words, phrases and simple writing</li> </ul> </li> <li>• appreciate stories, songs, poems and rhymes in the language</li> <li>• broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> <li>• write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>• describe people, places, things and actions orally* and in writing</li> <li>• understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</li> </ul> <p>The starred (*) content above will not be applicable to ancient languages.</p> |   |  |  |
| <b>Year 3</b>  | Do they understand the main points from a short spoken passage made up of familiar language?  | Can they ask and answer simple questions and talk about their interests?                              | Can they understand the main points from a short written text in clear printed script?             | Can they write a few short sentences with support, using expressions which have already been learnt? |
| <b>Year 4</b>  | Do they understand the main points and some of the detail from a spoken passage made up of familiar language in simple sentences?   | Can they take part in a simple conversation and express their own opinions?                           | Can they understand the main points and some detail from short written texts in familiar contexts? | Can they write a short text on a familiar topic, adapting language which they have already learned   |
| <b>Year 5</b>  | Do they understand the main points and opinions in spoken passages made up of familiar material from various contexts?  | Can they give a short prepared talk, on a topic of their choice, including expressing their opinions? | Can they understand the main points and opinions in written texts from various contexts?           | Can they write a short text on a range of familiar topic, using simple sentences?                    |

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| <b>Year 6</b> | Do they understand the main points and opinions in spoken passages made up of familiar material from various contexts? | Can they give a short prepared talk, on a topic of their choice, including expressing their opinions? | Can they understand the main points and opinions in written texts from various contexts? | Can they write a short text on a range of familiar topic, using simple sentences? |
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