




# KS3 ASSESSMENT IN MFL: FRENCH

Our MFL KS3 curriculum, which reflects the national curriculum, is designed to ensure all students understand and respond to languages, speak with increasing confidence, can write at varying length, read competently and listen effectively in their studied language. We teach students about or how to...



	 <b>Knowledge</b>	<b>Skills</b>	<b>Communication</b>
<b>Year 7</b>	<ul style="list-style-type: none"> <li>Introducing yourself, describing siblings, describing a classroom, our likes &amp; dislikes, describe yourself &amp; others, free time activities</li> <li>School environment, subjects, uniform, typical school day, learning about a typical French school</li> <li>Free time activities &amp; sports, weather &amp; seasons, sport in French speaking countries, our likes &amp; dislikes</li> <li>Animals, numbers, describing family and where you live, breakfast preferences, learning about Bastille Day</li> <li>Places in a town, where you go at the week-end, inviting someone out, ordering food &amp; drink, making plans, learning about Paris</li> </ul>	<p><b>Across all languages and all years, the four key skills:</b></p> <ul style="list-style-type: none"> <li><b>Listen</b> – to be able to understand spoken, recorded or conversational language</li> <li><b>Read</b> – to be able to understand meaning from written texts, including increasingly complex language and grammatical structures</li> <li><b>Write</b> – to be able to write clearly in the target language using accurate rules of spelling, punctuation and grammar</li> <li><b>Speak</b> – to be able to speak clearly, fluently and be understood in prepared and spontaneous contexts</li> </ul>	<ul style="list-style-type: none"> <li>Use accurate spelling, punctuation and grammar</li> <li>Make meaning clear in spoken contexts</li> <li>Make meaning clear in written contexts</li> <li>Participate effectively in class questioning</li> <li>Organise and sequence speech to meet the needs of audience</li> <li>Express and develop ideas clearly</li> <li>Discuss effectively with peers</li> </ul>
<b>Year 8</b>	<ul style="list-style-type: none"> <li>Festivals, celebrations, special days, buying items at a market, talking about New Year and future plans</li> <li>Holidays and school holiday activities, visiting a theme park, where did you go and how, answering questions</li> <li>Celebrity, TV programmes, technology, cinema, leisure activities</li> <li>Where you live, weather, daily routine, chores at home, moving house</li> <li>Sports and sporting events, opinions on sports, giving direction to sporting events, illness and injury, interviewing a sports person</li> </ul>	<p><b>And also:</b></p> <ul style="list-style-type: none"> <li>Develop and utilise a wide range of vocabulary</li> <li>Make connections and synthesise understanding</li> <li>Apply the rules of grammar consistently</li> <li>Use a range of voice moods</li> <li>Listen effectively to obtain information and respond</li> <li>Transcribe words and short sentences</li> <li>Read for comprehension</li> <li>Retrieve key information from written and oral sources</li> <li>Read literary texts</li> </ul>	
<b>Year 9</b>	<ul style="list-style-type: none"> <li>Family &amp; relationships: Family and describing people, places in town, activities and times, talking about friends and what makes a good friend, talking about family relationships, making arrangements to go out, describing a day out, discussing role models.</li> <li>Leisure time, technology, music &amp; TV, festivals: films and going to the cinema, talking about sport, talking about using technology, discussing reading habits and music, talking about television programs, talking about a night out with friends</li> <li>Daily life, shopping, festivals &amp; traditions: Talking about food and meals, discussing clothes and what to wear, describing your daily life, shopping for clothes, describing festivals and traditions, talking about shopping for a special meal, Describing family celebrations</li> </ul>		

\*This table is not exhaustive and seeks to reflect some of the major knowledge, skills and communication developed in this subject area.