



# Robert Bloomfield Academy: Key Stage 3 Grade Descriptors – MFL



Age Related Expectations	Listening	Speaking	Reading	Writing
Exceeding KS3 scale	Pupils show that they understand longer passages and recognise people’s points of view. The passages cover a range of material that contains some complex structures and unfamiliar language. They understand language spoken at near normal speed but may need some repetition.	Pupils answer unprepared questions. They initiate and develop conversations and discuss matters of personal or topical interest. They improvise and paraphrase. Their pronunciation and intonation are good and their language is usually accurate.	Pupils show that they understand longer texts and recognise people’s points of view. These texts cover a range of imaginative and factual material that contains some complex structures and unfamiliar language. Pupils use new vocabulary and structures found in their reading to respond in speech or writing. They use reference materials effectively.	Pupils write texts of varying lengths conveying opinions and reasons. They write about real and imaginary subjects and use an appropriate range of vocabulary and grammar structures. They link sentences and paragraphs using a range of conjunctions. They can adapt precisely learnt vocabulary and grammar and use dictionaries and glossaries to improve their accuracy and expression.
Exceeding KS3 scale	Pupils show that they understand the difference between present, past and future events in a range of spoken material that includes some less familiar language. They can identify and note the main points and specific details. They may need some repetition.	Pupils can give a short prepared talk, expressing opinions and reasons and answering simple questions about it. They take part in conversations, using a variety of structures and producing more detailed or extended responses. They apply their knowledge of grammar in new contexts. Although they may be hesitant at times, pupils make themselves understood with little or no difficulty and with increasing confidence.	Pupils show that they understand the difference between present, past and future events in a range of texts that include familiar language in new contexts. They identify and note the main points and specific details. They scan written material for detail and can read extracts such as short stories or poems.	Pupils write texts giving and seeking information and opinions. They use descriptive language and a variety of structures. They apply grammar in new context and are able to accurately use at least 2 tenses. Although there may be a few mistakes, the meaning is usually clear.
Exceeding KS3 scale	Pupils show that they understand the main points and opinions in spoken passages	Pupils can give a short prepared talk that includes opinions and reasons. They	Pupils show that they understand the main points and opinions in written texts from various contexts,	Pupils write short texts on a range of familiar topics, using simple sentences. They refer to recent

	made up of familiar material from various contexts, including present, past or future events. They may need some repetition	can take part in short conversations. They can refer to recent experiences or plans, as well as everyday interests. They can vary their language and sometimes produce a more extended response. Although there may be mistakes, pupils are able to make themselves understood.	including past, present or future events. They can read authentic materials such as poems and songs. They are generally confident in reading aloud and in using reference material.	experiences or plans as well as everyday activities. Although there may be some mistakes, the meaning can be understood with little or no difficulty. They use dictionaries or glossaries to check words they have learnt or to look up new words.
Exceeding KS3 scale	Pupils show that they understand the main points and some details from spoken passages made up of familiar language in simple sentences. They may need some items to be repeated.	Pupils take part in simple conversations, supported by visual or other cues, and express opinions and reasons. They begin to use their knowledge of grammar to adapt and substitute words and phrases. Their pronunciation is generally accurate and their intonation is fairly consistent.	Pupils show that they understand the main points and some of the details in short written texts from familiar contexts. When reading on their own, as well as using a dictionary or glossary, they begin to use context to work out the meaning of unfamiliar words.	Pupils write short texts on familiar topics, adapting language that they have already learnt. They draw largely on memorised language. They begin to use their knowledge of grammar to adapt and substitute individual words and set phrases. They begin to use dictionaries or glossaries to check spellings and meanings.
9 Secure	Pupils show that they understand the main points from short, spoken passages made up of familiar language. They identify and note personal responses. They may need short sections to be repeated.	Pupils ask and answer simple questions and talk about their interests. They take part in brief prepared tasks, using visual or other clues to help them initiate and respond. They use short phrases to express personal responses. Although they use mainly memorised language, they occasionally substitute items of	Pupils show that they understand the main points and personal responses in short written texts in clear printed script made up of familiar language in simple sentences. They are beginning to read independently, selecting simple texts and using a bilingual dictionary or glossary to look up new words.	Pupils write a few short sentences, with support, using expressions that they have already learnt. They express personal responses. They write short phrases from memory and their spelling is readily understandable.
9 Developing				

9 Beginning		vocabulary to vary questions or statements.		
8 Secure	Pupils show that they understand a range of familiar short, spoken phrases. They respond to a clear model of standard language, but may need items to be repeated.	Pupils answer simple questions and give basic information. They give short, simple responses to what they see and hear, and use set phrases. Their pronunciation shows an awareness of sound patterns and their meaning is clear.	Pupils show that they understand familiar written phrases. They match sound to print by reading aloud familiar words and phrases. They use books or glossaries to find out the meanings of new words.	Pupils write one or two short sentences, following a model, and fill in the words on a simple form. They label items and write familiar short phrases correctly. When they write familiar words from memory, their spelling may be approximate.
8 developing				
8 Beginning				
7 secure	Pupils show that they understand a few familiar spoken words and phrases. They understand speech spoken clearly, face to face or from a good quality recording. They may need a lot of help, such as repetition or gesture.	Pupils say single words and short, simple phrases in response to what they see and hear. They may need considerable support from a spoken model and from visual clues. They imitate correct pronunciation with some success.	Pupils recognise and read out a few familiar words and phrases presented in clear script in a familiar context. They may need visual clues.	Pupils write or copy simple words or symbols correctly. They label items and select appropriate words to complete short phrases or sentences.
7 Developing				
7 beginning				