



# Finham Park School



## KS3 MFL Assessment Statements – Year 7

Working Towards		Working At		Greater Depth	
I can mimic key phonics sounds when my teacher says them	<input type="checkbox"/>	I can recall key phonics sounds and use them to pronounce familiar vocabulary	<input type="checkbox"/>	I can use my knowledge of key phonics sounds to pronounce new vocabulary	<input type="checkbox"/>
I can understand and use cognates	<input type="checkbox"/>	I can understand and use simple vocabulary with support	<input type="checkbox"/>	I consistently understand and use a range of vocabulary in my work	<input type="checkbox"/>
I can understand simple likes and dislikes	<input type="checkbox"/>	I can express likes and dislikes	<input type="checkbox"/>	I can explain why I like or dislike something	<input type="checkbox"/>
I can understand key verbs (I have, I am, there is, it is)	<input type="checkbox"/>	I can use key verbs appropriately (I have, I am, there is, it is) and form the negative of these	<input type="checkbox"/>	I can consistently use key verbs accurately, including the negative and state what I would like	<input type="checkbox"/>
I can identify regular key verbs in the “I” form	<input type="checkbox"/>	I can use the 1 <sup>st</sup> person singular (I) form of regular key verbs and identify other forms of these	<input type="checkbox"/>	I can use verbs to talk about people other than myself	<input type="checkbox"/>
I can identify adjectives in a sentence and explain why their spelling and pronunciation sometimes changes	<input type="checkbox"/>	I can use regular adjectives accurately, remembering that the spelling and pronunciation changes depending on number or gender	<input type="checkbox"/>	I consistently use adjectives accurately and I can add detail with intensifiers	<input type="checkbox"/>
I can answer questions with a short simple sentence	<input type="checkbox"/>	I can link two sentences together with “and”, “but”, “because” or “also”	<input type="checkbox"/>	I can answer questions with a longer, more detailed sentence and ask questions.	<input type="checkbox"/>

**CURRICULUM INTENT:** Through the study of MFL, students will develop their intercultural understanding whilst simultaneously enhancing their communication and comprehension skills to become confident global citizens.



# Finham Park School



## KS3 MFL Assessment Statements – Year 8

Working Towards		Working At		Greater Depth	
I can recall key phonics sounds and use them to pronounce familiar vocabulary	<input type="checkbox"/>	I can use my knowledge of key phonics sounds to pronounce new vocabulary	<input type="checkbox"/>	I have a secure knowledge of key phonics sounds and consistently pronounce words accurately	<input type="checkbox"/>
I can understand and use simple vocabulary with support	<input type="checkbox"/>	I can understand and use a range of topic specific vocabulary	<input type="checkbox"/>	I can understand and use a range of vocabulary from a variety of topics	<input type="checkbox"/>
I can express and explain likes and dislikes	<input type="checkbox"/>	I can express my opinion on different topics using phrases like “I think that” and “in my opinion” (and using “gern phrases” in German)	<input type="checkbox"/>	I can express and explain my opinion on different topics using varied opinion phrases and say whether I agree or disagree	<input type="checkbox"/>
I can use high frequency key verbs in the present tense eg “there is”, “I have”, “I am”, “it is”, “I go”	<input type="checkbox"/>	I can identify different tenses and use key verbs in the “I” form of the past, present and future tenses with support	<input type="checkbox"/>	I can independently use key verbs in the “I” form of the past, present and future tenses (with correct word order in German)	<input type="checkbox"/>
I can understand time markers and frequency phrases (how often)	<input type="checkbox"/>	I can use time markers and frequency phrases with support	<input type="checkbox"/>	I can independently use time markers and frequency phrases to add detail	<input type="checkbox"/>
I can identify infinitive triggers	<input type="checkbox"/>	I can use infinitive triggers eg “I must”, “you can” and explain what an infinitive is with support	<input type="checkbox"/>	I can independently use a variety of infinitive triggers (with correct word order in German)	<input type="checkbox"/>
I can identify negative forms	<input type="checkbox"/>	I can use negative forms eg “never”, “no longer”, “nothing” with support	<input type="checkbox"/>	I can independently use a variety of negative forms	<input type="checkbox"/>
I can understand and accurately use regular adjectives in a sentence with support and understand a comparison	<input type="checkbox"/>	I can understand and accurately use regular and irregular adjectives in a sentence and express a preference using “more than”	<input type="checkbox"/>	I can understand and accurately use a variety of adjectives in a sentence and add detail to a comparison eg opinion phrase / reason	<input type="checkbox"/>
I can use simple connectives eg “and”, “but” to link two sentences together	<input type="checkbox"/>	I can use a range of connectives to link two sentences together eg “however”, “so”, “because”	<input type="checkbox"/>	I can produce longer sentences with extra information	<input type="checkbox"/>
I can ask and answer simple questions with support	<input type="checkbox"/>	I can ask and answer simple questions relating to one topic	<input type="checkbox"/>	I can ask and answer a range of questions relating to different topics	<input type="checkbox"/>

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# Finham Park School



## KS3 MFL Assessment Statements – Year 9

Working Towards		Working At		Greater Depth	
I can pronounce words accurately with support	<input type="checkbox"/>	I can use my knowledge of key phonics sounds to pronounce new vocabulary	<input type="checkbox"/>	I have a secure knowledge of key phonics sounds and consistently pronounce words accurately	<input type="checkbox"/>
I can understand and use topic specific vocabulary with support	<input type="checkbox"/>	I can understand and use topic specific vocabulary	<input type="checkbox"/>	I can understand and use a wider variety of vocabulary appropriately	<input type="checkbox"/>
I can express simple opinions	<input type="checkbox"/>	I can express and explain positive and negative opinions and understand a range of opinions	<input type="checkbox"/>	I can use a variety of phrases to express and explain an opinion eg “I would say that” and “I find it”	<input type="checkbox"/>
I can identify different tenses using time markers eg “normally”, “yesterday”, “tomorrow”	<input type="checkbox"/>	I can use key topic specific verbs in the past, present and future tenses in the “I” form and use time markers appropriately	<input type="checkbox"/>	I can use topic specific verbs in the past, present and future tenses to give information about myself and others	<input type="checkbox"/>
I can understand how long an activity has been going on in sentences with “since”	<input type="checkbox"/>	I can state how long an activity has been going on using “since” with support	<input type="checkbox"/>	I can accurately say how long an activity has been going on using “since” accurately	<input type="checkbox"/>
I can explain what an infinitive is and use infinitive triggers with support	<input type="checkbox"/>	I can identify and use modal verbs + infinitive (“can”, “must”, “should”) with support	<input type="checkbox"/>	I can use a range of infinitive triggers accurately including “in order to” (and “suelo” in Spanish)	<input type="checkbox"/>
I sometimes produce longer sentences which are linked with simple connectives	<input type="checkbox"/>	I consistently produce longer sentences which are linked with varied connectives and can identify relative clauses eg “who”, “which”, “where”	<input type="checkbox"/>	I can produce longer sentences which include a relative clause eg “who”, “which”, “where” (with correct word order in German)	<input type="checkbox"/>
I can include adjectives in a sentence to add extra detail	<input type="checkbox"/>	I can include a range of adjectives in a sentence and can compare two items. I can understand and use a superlative adjective (“the most”) with support	<input type="checkbox"/>	I consistently include adjectives accurately in my work and am able to use the comparative and superlative confidently	<input type="checkbox"/>
I can understand the order in which a sequence of events happened	<input type="checkbox"/>	I can include sequencing structures eg “firstly”, “then” in my work with support	<input type="checkbox"/>	I can include sequencing structures in my work independently in order to narrate events	<input type="checkbox"/>

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