## MfL KS3 Progress Ladder

complex infer meaning in more extended passages, extended texts. education and draw conclusions. Identify idetail, details and overall key extended messages in overall key extended texts. extract info and texts. extended texts. extended in more extended in longer in longer in longer structure. Use more than one time frame. Identify letail and key points in straightforward frames, megatives, points in straightforward regarding in longer texts. Identify key points in straightforward texts. Identify letail identify letail identify letail is and conclusions. Identify key points in straightforward texts. Identify letail identify letail identify letail identify letail identify key points in straightforward texts. Identify letail identify letail identify letail identify letail identify key points in straightforward texts. Identify letail identify letail identify letail identify letail identify key points in straightforward texts. Identify letail identify key points in straightforward texts. Identify letail identify letail identify key points in straightforward texts. Identify letail identify letail identify letail identify letail identify letail identify key points in straightforward texts. Identify letail identify letail identify key points in straightforward texts. Identify letail identify	\	Identify detail in	Identify opinions and	Translate all key messages with a	Write persuasively for different	Initiate and sustain detailed conversation.	Independently create varied	Value learning	Manipulate complex		
and extended passages, extract info and draw conclusions. Identify detail overall massages in extended texts.  Identify details and passages.  Identify detail			•	_					•		
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texts.    Teasonable accuracy. Use more than one time frame.				•	·		'''		1 time frame	in a class	
Identify detail and key points in longer straightforward texts.   Identify key points in straightforward texts.   Identify basic, familiar language.   Identify basic, familiar language.   Identify texts.   Id			texts.		reasonable accuracy.	accurate pronunciation and	questions.				
Identify detail and key points in longer sentences/short paragraphs, which showing conveying some key messages.   Identify key points in straightforward texts.   Identify basic, familiar language.   Identify details and key points in longer sentences/short paragraphs, which showing conveying some key messages.   Identify basic, familiar language.   Identify details and key points in longer sentences/short paragraphs, which show the development of ideas and opinions. show the development of ideas and opinions. show the development of ideas and opinions.   Independently write simple sentences, using a model.   Identify to familiar language.   Identify details and key points in sentences/short paragraphs, which show the development of ideas and opinions.   Independently write simple sentences, using a model.   Identify basic, familiar language.   Identify details and key points in sentences/short paragraphs, which show the development of ideas and opinions. show the development of ideas and opinions.   Independently write simple sentences, using vocabulary and intonation are largely understandable.   Identify to familiar language in straightforward texts.   Vocabulary (words)   Identify details and key points in sentences/short paragraphs, which show the development of ideas and opinions. Show the development of ideas and opinions.   Independently write simple sentences, using vocabulary and intonation are largely understandable.   Identify to grammatical patterns.   Identify complex different cultures.   Independently use a time frame.   Indepe					Use more than one	intonation. Use more than					
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frames, negatives).  Identify key points.  Identify texts.  Identify to basic, familiar language.  Identify basic, familiar language.  Identify texts.  Identify to basic, familiar language.  Identify language.  Identify to regatives).  Identify to basic, familiar language.  Identify to regatives.  Identify to basic, familiar language.  Identify to regatives.  Identify to basic, familiar language.  Identify to texts.  Identify to basic, familiar language.  Identify to basic, familiar language.  Identify to texts.  Identify to basic, familiar language.  Identify to basic, familiar language in containing language in texts.  Identify to basic, familiar language in language in language in language in language.  Identify to basic, familiar language in l		(opinions,	_	sentences/short	paragraphs, which	expressing opinions and		cultures with	grammatical	Enter into a	
negatives).  Identify key points.  Identify texts.  Identify to basic, familiar language.  Identify and straightforward texts.  Identify to basic, familiar language.  Independently write simple sentences, using a language.  Independently write simple sentences, with some appropriate vocabulary and language.  Identify to basic, familiar language.  Identify to language in straightforward texts.  Identify to language in language in language.  Independently write simple sentences, with some appropriate vocabulary and intonation are language.  Independently write sentences, using vocabulary and intonation are language.  Independently simple structures of question different range. Pronunciation and intonation are language in straightforward texts.  Independently employ simple structures of question words.  Independently simple structures of question and intonation are language in straightforward texts.  Independently employ simple structures of question and intonation are language in straightforward texts.  Independently employ simple structures of question and intonation are language in intonation and intonation are language.  Independently employ simple structures.  Independently employ simple structures.  Independently employ simple features of question and intonation are language.  Independently employ simple structures.  Indepen		time	straightforward	paragraphs	show the	· · · · · · · · · · · · · · · · · · ·	Respond to	your own.		dialogue in a	
Identify key points.   Identify key points.   Identify key points.   Identify kex points in structures   Simple sentences, using vocabulary   Structures   Structures   Simple sentences, using vocabulary   Structures   Struct		,	written texts.		•				Independently	team	
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vocabulary (sentences)  Identify basic, familiar language in straightforward texts.  Vocabulary (sentences)  Vocabulary and grammar.  Vocabulary and grammatical understandable.  Vocabulary and grammatical patterns.  Compose short, simple statements, using a model.  Pronunciation and intonation are generally understandable.  Vocabulary understandable.  Vocabulary and grammatical patterns.  Share with a partner partner.				9			•				
Identify   Identify to   Begin to translate   basic,   familiar   language in   straightforward   texts.   (words)   (sentences)   grammar.   understandable.   Dompose short, simple   Identify   I			texts.		• • •		words.	cultures.	·	offer help	
Identify basic, familiar language.Begin to translate familiar texts.Begin to translate simple structures 				•	-				_		
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familiar language in containing model. Pronunciation and question different patterns. Share with a language. straightforward texts. vocabulary (words)		= -	•	=	· · ·	1	-		•		
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LISTERING   TRANSPORTED   WITHING   SPEAKING   QUESTION   CUITURAL   GRAMMAR   VERBAL	ŀ	Listopina	Pooding.	, ,	M/ritin ~	Charling	Question	Cultural	Graneman	VEDDAL	
		Listening	Reading	Translation	writing	Speaking	7		Grammar		LITERACY

MFL: Our KS3 curriculum in Modern Foreign Languages, at Tuxford Academy, provides engaging and motivational opportunities that encourage the love of learning a new language and scaffolds students' progress towards GCSE. Our end goal is to ensure that by the end of KS3 students are developing skills, and have secured knowledge which they can build on in KS4 to enable them to achieve or exceed their personal targets. For this reason, our KS3 mirrors the core skills and core knowledge needed at GCSE. Students gain confidence in language skills through deconstruction activities and by practising and applying their skills in different contexts. Whilst students build their knowledge base through regular memory retention exercises. Across language lessons, all students develop their verbal confidence as they practise their speaking skills in different forums, and this verbal confidence will help students to succeed beyond language lessons. For those who secure higher linguistic skills and knowledge a second foreign language is offered, to give them the best chance of pursuing languages at a university level. When pursuing a second foreign language, students will utilise their prior language learning gained through their first foreign language to advance through the course content of the second language at a more rapid pace. To help students see the value of learning Foreign Languages and engage students in their learning, we make cultural exploration a central feature of lessons and use age appropriate resources of contemporary relevance. Our KS3 Modern Foreign Languages curriculum is ambitious yet supportive as we help students progress towards achieving their very best at GCSE and beyond.