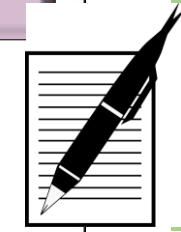


# MFL SKILL MAP KS3

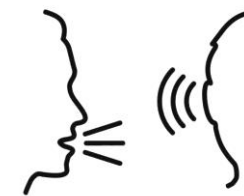
**Year 9**  
**Listening:** Students are expected to understand a broader range of spoken language, including more detailed conversations and contextual audio. They should be able to interpret meaning and respond appropriately.  
**Speaking:** Speaking skills involve more complex language use, including expressing opinions, asking questions, and engaging in more detailed conversations on a range of topics.  
**Reading:** Students read longer texts with a more extensive vocabulary, such as short stories, articles, and instructions. They work on comprehension, inference, and understanding implied meanings.  
**Writing:** Writing tasks become more detailed, focusing on structuring paragraphs, using varied vocabulary, and applying more complex grammar. Students write on a wider range of topics, including expressing opinions and describing experiences



**Year 8**  
**Listening:** Students advance to understanding longer and more complex phrases. They listen to dialogues, short stories, and audio clips, focusing on extracting specific information and understanding broader contexts.  
**Speaking:** By this point, students are more comfortable with conversational language. They engage in role-plays, discuss everyday activities, and start forming longer sentences.  
**Reading:** Students read a wider range of texts, including short articles, dialogues, and advertisements. They learn to extract more detailed information and understand different text types.  
**Writing:** Writing tasks expand to include short paragraphs and structured responses. Students start using a broader vocabulary and work on organizing their ideas.



**Year 7**  
**Listening:** Students start by understanding basic phrases and common vocabulary. They listen to simple conversations and instructions, focusing on familiar topics like greetings, family, and school.  
**Speaking:** Students learn basic pronunciation and common phrases for everyday situations. They practice simple dialogues, introductions, and expressing preferences.  
**Reading:** At this stage, students read short texts with basic vocabulary, such as descriptions, instructions, and simple narratives. They work on identifying key information and understanding the context.  
**Writing:** Writing tasks focus on simple sentences and basic structures. Students learn to write about familiar topics, using common vocabulary and sentence patterns.



T	Tenses
O	Opinions
P	Pronoun phrases
C	Conjunctions & complexity
A	Adjectives
T	Text/ translation

T	Embed 3 tenses Practise present continuous Introduce imperfect Reflexive verbs for routine. Idioms with 'to have' ( cold/heat/pain/ hunger/thirst)
O	Embed
P	All
C	Complexity
A	To date
T	Improved proofreading and editing skills and self/peer analysis of more complex texts against TOPCAT success criteria. Texts are longer, more complex.

T	Embed preterite, include irregulars Introduce present continuous
O	Past tense opinions
P	Past tense pronoun phrases ( eg. it interested me)
C	Sequencing to narrate Past tense of modal verbs
A	
T	Texts may include 3 tenses, narrations. TOPCAT regulation is well embedded.

## YEAR 9

T	Embed present, near future and preterite. Introduce conditional phrases.
O	'The thing that' I most/least (like)
P	'it makes me... + adj' direct object pronouns
C	Embed frequency Embed modal verbs
A	Embed comparatives Intro superlatives
T	Texts lengthen. Complexity builds with use of broader TOPCAT structures.

T	Embed present and near future patterns. Introduce regular preterite tense
O	Give others' opinions
P	full paradigm of Indirect object pronouns
C	Embed frequency
A	Further range of adjectives. Comparatives adverbs
T	Texts lengthen. Up to 3 tenses. Varied points of view. Begin to show initiative to extend with detail. Spontaneity and use of memorised language improves.

T	Embed irreg verb 'to go' Weather verbal phrases.
O	
P	
C	Sequencers ( then, after that) Modal verb One can + inf sub-clauses ( where)
A	
T	sequencing directions

## YEAR 8

T	+ reg verb paradigm for 'to study' embed pattern.
O	More varied opinion with varied justification. Plural opinions.
P	+ with plurals
C	+ intro modal verbs ( eg I must / I tend to) Subordinate clauses
A	consolidate word order and adj agreement with plurals
T	begin to self regulate with TOPCAT and AVOW

T	+ reg verb paradigm for 'start/end' and 'eat/drink' verbs with different endings
O	Embed plural opinions. Some extended justification
P	+ eg repulses me/ bores me
C	+ new modal verbs ( eg I want/ I would like) Frequency words
A	Introduce intensifiers
T	longer sentences with increased grammatical accuracy

T	Full paradigm of irreg verb 'to go' and 'to be' Near future tense.
O	Embed extended justification with new range of adjectives
P	+ eg fascinates me/ angers me
C	Synonyms eg furthermore/ although/ given that Additional conjunctions: eg neither/ therefore Retrieve modal verbs to date Further sub-clauses ( which/ where/ because) prepositions
A	Extended range of adjectives. Embed intensifiers + adj rules
T	short texts include 2 tenses, added detail, varied expressions of opinions, range of conjunctions. Self/peer regulation improves.

## YEAR 7

T	+ reg verb paradigm for 'to wear'
O	opinion with further reason
P	+ interests me/ annoys me
C	+ because
A	Retrieve and practise word order and adj agreement
T	short texts with model. Identify TOPCAT

T	full paradigm of 'have' common verbs ( SHET/ IESAO)
O	basic opinion with simple reason
P	eg pleases me/ irritates
C	+ which, however
A	colours, simple adjectives. Intro word order and adj agreement
T	connect short sentences

T	1 <sup>st</sup> 3 <sup>rd</sup> person on common verbs ( call oneself/ to have/ to live/ to be)
O	basic simple opinion with cognates
P	
C	but also
A	how you feel
T	short simple sentences/ dialogue