



MFL Disciplinary Literacy Framework  
**Communicate like a Linguist**

<u><i>Listening</i></u>	<u><i>Speaking</i></u>	<u><i>Reading</i></u>	<u><i>Writing</i></u>
<p><b><u>Listening:</u></b> Understanding and responding to different types of spoken language</p> <p><b>Students are expected to be able to:</b></p> <ul style="list-style-type: none"><li>• demonstrate general and specific understanding of different types of spoken language</li><li>• follow and understand clear standard speech using familiar language across a range of specified contexts</li><li>• identify the overall message, key points, details and opinions in a variety of short and longer spoken passages, involving some more complex language, recognising the relationship between past, present and future events</li><li>• deduce meaning from a variety of short and longer spoken texts, involving some complex language and more abstract material, including short narratives and authentic material addressing a wide</li></ul>	<p><b><u>Speaking:</u></b> Communicating and interacting effectively in speech for a variety of purposes</p> <p><b>Students are expected to be able to:</b></p> <ul style="list-style-type: none"><li>• communicate and interact effectively in speech for a variety of purposes across a range of specified contexts</li><li>• take part in a short conversation, asking and answering questions, and exchanging opinions</li><li>• convey information and narrate events coherently and confidently, using and adapting language for new purposes</li><li>• speak spontaneously, responding to unexpected questions, points of view or situations, sustaining communication by using rephrasing or repair strategies, as appropriate</li><li>• initiate and develop conversations and discussion,</li></ul>	<p><b><u>Reading:</u></b> Understanding and responding to different types of written language</p> <p><b>Students are expected to be able to:</b></p> <ul style="list-style-type: none"><li>• understand and respond to different types of written language</li><li>• understand general and specific details within texts using high frequency familiar language across a range of contexts</li><li>• identify the overall message, key points, details and opinions in a variety of short and longer written passages, involving some more complex language and recognising the relationship between past, present and future events</li><li>• deduce meaning from a variety of short and longer written texts from a range of specified contexts, including authentic sources involving some complex language and unfamiliar material, as well as short narratives and authentic material addressing relevant contemporary and cultural themes</li><li>• recognise and respond to key information, important themes and ideas in more extended written text and authentic sources, including</li></ul>	<p><b><u>Writing:</u></b> Communicating effectively in writing for a variety of purposes</p> <p><b>Students are expected to be able to:</b></p> <ul style="list-style-type: none"><li>• communicate effectively in writing for a variety of purposes across a range of specified contexts</li><li>• write short texts, using simple sentences and familiar language accurately to convey meaning and exchange information</li><li>• produce clear and coherent text of extended length to present facts and express ideas and opinions appropriately for different purposes and in different settings</li><li>• make accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, to describe and narrate with reference to past, present and future events</li><li>• manipulate the language, using and adapting a variety of structures and vocabulary with increasing accuracy and fluency for new purposes, including using appropriate style and register</li></ul>

<p>range of contemporary and cultural themes</p> <ul style="list-style-type: none"> <li>recognise and respond to key information, important themes and ideas in more extended spoken text, including authentic sources, adapted and abridged, as appropriate, by being able to answer questions, extract information, evaluate and draw conclusions.</li> </ul>	<p>producing extended sequences of speech</p> <ul style="list-style-type: none"> <li>make appropriate and accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, with reference to past, present and future events</li> <li>make creative and more complex use of the language, as appropriate, to express and justify their own thoughts and points of view</li> <li>use accurate pronunciation and intonation to be understood by a native speaker.</li> </ul>	<p>some extracts from relevant abridged or adapted literary texts</p> <ul style="list-style-type: none"> <li>demonstrate understanding by being able to scan for particular information, organise and present relevant details, draw inferences in context and recognise implicit meaning where appropriate</li> <li>translate a short passage from French into English.</li> </ul>	<ul style="list-style-type: none"> <li>make independent, creative and more complex use of the language, as appropriate, to note down key points, express and justify individual thoughts and points of view, in order to interest, inform or convince</li> <li>translate sentences and short texts from English into French to convey key messages accurately and to apply grammatical knowledge of language and structures in context.</li> </ul>
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**Strategies/pedagogy to support...**

<ul style="list-style-type: none"> <li>popcorn reading: could have a focus on phonics, grammar or vocab depending on the focus of the lesson</li> <li>explicit vocab instruction</li> <li>upgrading learner responses</li> </ul>	<ul style="list-style-type: none"> <li>Sentence crafting/ expanding</li> <li>Modelling</li> <li>Using images to structure talk</li> </ul>	<ul style="list-style-type: none"> <li>Accountable talk</li> <li>ABC feedback</li> <li>explicit vocab instruction</li> <li>independent reading</li> </ul>	<ul style="list-style-type: none"> <li>Modelling/ paraphrasing</li> <li>Sentence crafting/ expanding</li> <li>Spelling and grammar</li> <li>Using images to structure talk</li> </ul>
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**Combining reading with writing:** Bedrock mapper sequenced to pre-teach vocabulary needed to support reading and writing. Quizlet used for Spanish.

- Providing reading texts that support expectations for subject specific writing
- Reading combined with note taking and answering questions about texts

Curriculum opportunities (Year 9) – phonics, vocab and grammar are the 3 pillars of curriculum progression in MFL so lost lessons will involve working on these.

HT1	HT2	HT3	HT4	HT5	HT6
<ul style="list-style-type: none"> <li>• Sentence expanding – develop sentences adding quality with variety of vocab and grammar using Module 1 topic vocabulary and recalling KS3 words</li> <li>• Deducing meaning from short and long texts – developed during lessons on Module 1</li> </ul>	<ul style="list-style-type: none"> <li>• Modelling/ paraphrasing – students are provided with templates to look at the quality of different types of answers. They learn to develop using a range of grammatical structures to improve grade before doing end of Module 1 assessments.</li> </ul>	<ul style="list-style-type: none"> <li>• Bedrock with Y9 Fr – match the vocab with Module taught to support vocabulary learning and help students deal with understanding short and long texts/ audio exchanges</li> <li>• Popcorn reading – to help students use the correct pronunciation and work on phonics as well as understanding what they are reading on Module 2 topic</li> </ul>	<ul style="list-style-type: none"> <li>• Accountable talk – students are able to provide an answer/answers using Module 1 and Module 2 topics, listen to each other and support each other when working on developing an answer and adding quality to it</li> <li>• Bedrock with Y9 Fr – match the vocab with Modules taught to support vocabulary learning and help students deal with understanding short and long texts/ audio exchanges as well as expressing themselves better</li> </ul>	<ul style="list-style-type: none"> <li>• Sentence building – to help students develop sentences using a bigger range of vocab and grammar now that they have studied 2 Modules and built strong grammatical foundations using a range of tenses.</li> <li>• Bedrock with Y9 Fr – match the vocab with Modules taught to support vocabulary learning and help students deal with understanding short and long texts/ audio exchanges as well as expressing themselves better</li> </ul>	<ul style="list-style-type: none"> <li>• Taking part in short conversations – students are able to answer some questions from Theme 1 (Modules 1, 2 and 3). They can work in pairs to support each other as well as test each other and produce good quality sentences using a range of tenses and grammatical structures.</li> <li>• Bedrock with Y9 Fr – match the vocab with Modules taught to support vocabulary learning and help students deal with understanding short and long texts/ audio exchanges as well as expressing themselves better</li> </ul>