**Benchmarks Exemplification: Supporting Paper: Modern Languages**

This paper will be published alongside the curriculum area video clip to give further guidance and context around the narrative on the video. It should link to the key points in the video clip.

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|  | **Es and Os selected** | **Linked benchmark(s)** | **Context for learning** | **Learning intentions around selected activity** | **Success criteria around selected activity** | **Skills focus** |
| ***Example*** | I can recognise labels and environmental print. I am beginning to organise images and text. With support, I can sequence images and text to demonstrate my understanding  MLAN 1-08a   * I am beginning to identify key information from a short predictable conversation  and react with words and/or gesture. * MLAN 1-02a * With support, I am beginning to experiment with writing in the language I am learning. * MLAN 1-13 | * Reconstructs a known text /story in a logical sequence, using  for example, simple words, pictures, labels, puppets or props  to show understanding of written text in the target language. * Matches images with appropriate word/ text in the target language. * Shows understanding of an increasing number of phrases, core topic words and words of personal significance, alone or in text. * Creates simple new texts based around the familiar words and phrases practised during talking, listening and reading activities, using support materials, for example, word banks, picture dictionaries, and/or writing frames. * Shows some awareness of punctuation and accents and attempts  to use them when writing in the target language.   Writes simple phrases to convey personal information, labels in the target language for objects in the classroom and around | * The teacher took an IDL approach to consolidate French previously practised in different contexts. Learners re-used and further embedded vocabulary and phrases, manipulating French for different purposes. * The teacher chose to integrate French within the class project on the Romans as a means of extending learners’ knowledge of vocabulary for clothing and to consolidate previously practised personal language. * The teacher used French for routine classroom language ; learning was extended through practising vocabulary for some of the more specialised parts of Roman soldier uniform. The class linked the more unusual vocabulary to cognates in English, supporting aspects of literacy. * Learners further consolidated the French used in previous contexts- personal language (name, age, home town, descriptions of themselves) vocabulary for food/drink, clothing, adjectives of colour – and used this known vocabulary in a different context, to embed and consolidate language. | * I am learning about the clothes a Roman soldier would wear * I am learning how to pronounce and use new French vocabulary for clothing * I am learning about placing adjectives of colour after the noun they describe * I am further practising how to use adjectives to describe myself | I can write a description in French of a Roman soldier, describing himself/herself, their clothing, home town and favourite food and drink  I can read aloud in French my description, using my best French accent  I can listen to and understand others describe themselves | *Writing*   * Short descriptions in the target language * *Reading aloud* * Focus on pronunciation and accuracy * *Listening and Talking* * Listening to partner’s description. Engaging in dialogue with partner. |