

	Working towards Y7 Expected standards	Y7 Expected Standards	Working above Y7 Expected Standards	Working well above Y7 Expected Standards
Active skills	<p>Pupils should be able to display the following skills: Answer simple questions, using single words and short phrases, with support if necessary. Give basic information and opinions, using set phrases. Begin to show awareness of sound patterns; Translate simple words to and from the TL; Substitute words in sentences in order to adapt songs / poems; Be able to repeat words and short phrases with pronunciation and intonation which would be understood by a sympathetic native speaker.</p> <p>Pupils should be able to use the following language: Count from 1-20; Ask to be able to sit down and give a reason; Name some of the days of the week and months of the year; Start to give simple opinions and justify these (« J'aime / J'adore / Je n'aime pas / Je déteste... parce que c'est... »); Say short phrases on familiar topics with support (name, age, birthday, nationality, where live, personality, looks, brothers, sisters, pets, school routine and subjects); Be able to use basic weather expressions ("il fait chaud / il fait froid / il pleut"); Give some vocabulary on the topics of colours, pets, school equipment, school subjects, European countries, nationalities; Introduce themselves in writing by filling in key details onto a prepared template (name, age, birthday, nationality, where live, personality, looks, brothers, sisters, pets); Use the present tense of key verbs using the first person singular ("J'ai / je suis / je m'appelle").</p>	<p>Pupils should be able to display the following skills: Be able to repeat words and phrases with pronunciation and intonation which would be understood by a sympathetic native speaker. Show awareness of sound patterns. Answer simple questions. Express simple opinions. Take part in brief prepared tasks, using short phrases, mainly from memory. Translate words and short phrases to and from the TL so that the overall meaning is clear; Substitute words in sentences in order to adapt songs / poems; Transcribe short and simple phrases on familiar topics with some accuracy; Begin to look up unfamiliar words in a dictionary.</p> <p>Pupils should be able to use the following language: Give simple opinions and justify these (« J'aime / J'adore / Je n'aime pas / Je déteste... parce que c'est... »); Use basic classroom language (Please may I sit down, go to the toilet etc.); Count up to 31; Be able to spell their name in the TL; Say the days of the week, months of the year and the date in the TL; Be able to say what the weather is like in parts of England/ France; Tell the time on the hour; Say short phrases on familiar topics (name, age, birthday, nationality, where live, personality, looks, brothers, sisters, pets, school routine and subjects) from memory so that the overall meaning is clear; Be able to use the correct word for my ("mon/ ma/ mes"); Be able to use simple connectives – "et" and "parce que"; Give key vocabulary on the topics of colours, pets, school equipment, school subjects, European countries, nationalities; Write a paragraph to introduce themselves (name, age, birthday, nationality, where live, personality, looks, brothers, sisters, pets) in which the overall meaning is clear; Use present tense with the first, second and third parts of some key verbs (e.g. some "er" verbs, "avoir, être + s'appeler"); Begin to express themselves using the conditional tense - "Je voudrais" Begin to apply basic grammatical structures (m + f of nouns, indefinite article, plurals, agreement of adjectives, position of adjectives, possessive pronouns, "J'habite en / à" and "au" + towns and countries basic negatives e.g. "Je n'ai pas / je ne suis pas").</p>	<p>Pupils should be able to display the following skills: Ask and answer simple questions. Express simple opinions. Take part in brief prepared tasks, using longer phrases, mainly from memory; Be able to use context and prior knowledge to deduce the meaning of unfamiliar vocabulary (recognising cognates, smaller words within longer words); Be able to start to make links between languages (between French and Italian and French and English); Be able to substitute phrases in sentences in order to adapt songs / poems; Have very precise and clear pronunciation and recognise silent letters in French and how the pronunciation of words change when an e is added to adjectives; Be confident in using online resources in own time to extend range of vocabulary (Linguascope / Languagesonline).</p> <p>Pupils should be able to use the following language: Be able to use the connective "mais"; Begin to express themselves in the imperfect tense using "J'avais" with pets; Be able to use quantifiers to improve descriptions ("très / assez / un peu"); Be able to ask the key "wh" questions (« où/ comment / quel(le) / qu'est-ce que / pourquoi »); Be able to use "à mon avis" when giving an opinion; Be able to apply learned verb endings to unfamiliar "-er" verbs in the present tense; Recognise how some verbs are used differently in French and English (J'ai 12 ans – not "je suis"); Be able to conduct an independent study on an area or town in France (e.g. Le Touquet).</p>	<p>Pupils will be working well above the expected standards consistently, showing excellent pronunciation and intonation, as well as a higher level of accuracy and independency, similar to a native speaker</p>
Passive skills	<p>Pupils should demonstrate understanding of a range of familiar words, phrases and opinions, spoken clearly and repeated, if necessary, using the following concepts: Understand simple classroom instructions; Be able to recognise some letters of the alphabet; Understand some key words from short written and listening texts containing familiar language in the present tense, including popular songs, poems and nursery rhymes; Have a basic awareness of how key festivals are celebrated in France; Start to understand key "wh" questions containing « où/ comment / quel(le) / qu'est-ce que / pourquoi »; Know the names of at least one country where French is spoken outside of France; Recognise where Paris and Calais are located on a map of France; Be able to recognise simple grammatical structures ("un / une" / words for my).</p>	<p>Pupils should demonstrate understanding of main points and opinions from short passages, using familiar language, spoken clearly and repeated, if necessary, using the following concepts: Understand simple classroom instructions; Recognise basic sound patterns (e.g. " toi, moi, oiseau / me, le") Be able to recognise all letters of the alphabet in order to understand the spellings of words; Understand the main points from short written and listening texts containing familiar language in the present tense, including popular songs, poems and nursery rhymes; Have an awareness of how key festivals are celebrated in France; Understand key "wh" questions (« où/ comment / quel(le) / qu'est-ce que / pourquoi); Know the names of some countries where French is spoken outside of France; Recognise where key French towns are located on a map on a map of France; Be aware of some foods which are eaten in France.</p>	<p>Pupils should demonstrate understanding of main points and opinions from longer passages, containing familiar and unfamiliar language, spoken clearly. Be able to understand extra vocabulary/ details from short written and listening texts in the present tense, including popular songs, poems and nursery rhymes; Recognise that there are different accents and letter forms in French and have a basic understanding as to when these are used and why (acute and grave accents + ç); Recognise the difference between "tu" and "vous".</p>	

	Working towards Y8 Expected standards	Y8 Expected Standards	Working above Y8 Expected Standards	Working well above Y8 Expected Standards
Active skills	<p>Pupils should be able to display the following skills: Take part in short prepared conversations with some detail (e.g. saying who with), asking (simple) questions and answering questions; Be able to take part in a mini presentation (in a group) on a specific prepared topic; Start to be able to write longer factual texts from memory, with some support if necessary; Transcribe short paragraphs fairly accurately; More confident when looking up words in a dictionary.</p> <p>Pupils should be able to use the following language: Give simple opinions and justify these using “parce que...”; Be able to say what the weather is like; Be able to count up to 60 in tens and give some numbers in between; Conjugate some parts (« je/ il/ elle/ nous ») of key verbs (« faire / aller / être / avoir » + regular “-er » verbs); Start to express themselves in the future tense using “je vais” + infinitive; Start to use the conditional (“je voudrais”) when describing ideal house or bedroom; Say what the weather is like in France/ England; Start to say longer phrases on familiar topics (school uniform, sports and hobbies, daily routine, areas to live in, house, furniture, places in the town, activities in the house, European and non-European countries, holiday activities); Be able to tell the time using on the hour/ quarter past/ half past and some other times in between; Use some adverbs of time and frequency (how often, how long for, time of day, which days of the week); Start to apply some grammatical concepts (prepositions – « devant / derrière / entre / sur / sous / à côté de », « de » + definite article, « il y a, il n’y a pas de... », « à » + definite article, « à, en, dans », prepositions).</p>	<p>Pupils should be able to display the following skills: Translate sentences and short paragraphs to and from the TL so that the overall meaning is clear; Take part in short prepared conversations with some detail, asking and answering questions; Be able to give a mini presentation on a specific prepared topic with a generally clear accent and pronunciation; Be able to write longer factual and / or creative texts from memory; Transcribe sentences quite accurately, using two tenses; Be quite confident in looking up words in a dictionary.</p> <p>Pupils should be able to use the following language: Give opinions and justify these using the future tense (“ça va être...”); Be able to say what the weather is like in different countries and during different seasons of the year; Be able to count up to 69; Conjugate all parts of key verbs (“faire / aller / être / avoir” + regular “-er” verbs); Express themselves in the future tense using “je vais” + infinitive; Use the conditional of the 3rd person singular of “être” and “avoir” when describing ideal house or bedroom; Say what the weather is like in the North, South, East, West and centre of France and in key mountain ranges; Say longer phrases on familiar topics (school uniform, sports and hobbies, daily routine, areas to live in, house, furniture, places in the town, activities in the house, European and non-European countries, holiday activities); Be able to use simple prepositions ; Be able to tell the time using all times on the clock; Use adverbs of time and frequency (how often, how long for, time of day, which days of the week, time of year); Start to apply some more grammatical concepts (prepositions - devant / derrière / entre / sur / sous / à côté de, de + definite article, il y a, il n’y a pas de..., à + definite article, à, en, dans, prepositions).</p>	<p>Pupils should be able to display the following skills: Be able to transcribe short paragraphs accurately; Be able to use context and prior knowledge to deduce the meaning of unfamiliar vocabulary (recognising cognates, smaller words within longer words); Be able to give a detailed presentation on a specific prepared topic with a very clear accent and pronunciation; Translate sentences and short paragraphs to and from the TL so that the meaning is very clear; Be able to use knowledge gained in and outside the classroom to write and speak in more detail on factual and non-factual themes.</p> <p>Pupils should be able to use the following language: Be able to conjugate other regular and some irregular verbs (“dormir / lire / boire”) having identified the patterns in the key regular verbs learned; Be able to accurately use more grammatical concepts (prepositions, « de » + definite article, « il y a, il n’y a pas de »..., « à » + definite article, « à, en, dans », prepositions); Be able to use more connectives – “mais / cependant”; Be able to use linking words – “ensuite / après / d’abord / puis”; Recognise that there are different accents and letter forms in French and have a good understanding as to when these are used and why (acute and grave accents, circumflex + ç) and be able to apply these rules where necessary, both orally and in writing; Be able to extend their use of the imperfect tense using “jouer / faire / habiter” in the first person singular + with weather to describe yesterday’s weather; Be able to use “je pense que” and “je crois que” when giving an opinion; Be able to use pronouns for it – “il / elle” in the context of describing the house / bedroom.</p>	<p>Pupils will be working well above the expected standards consistently, showing excellent pronunciation and intonation, as well as a higher level of accuracy and independence, similar to a native speaker</p>
Passive skills	<p>Pupils should demonstrate understanding of some of the main points and some detail from longer texts containing 2 tenses, including songs, poems and factual texts; Pupils start to understand songs, poems and factual texts containing more than one tense; Have an awareness of other French cultural traditions – e.g. Bastille Day; Recognise some more “wh” questions (« quand / qui / à quelle heure / combien de fois par semaine / pour combien de temps »); Recognise the location of some of the key mountain ranges in France (“Alpes / Pyrénées”); Recognise the different seasons of the year in relation to the weather topic; Recognise the numbers up to 69; Recognise the conditional of the 3rd person singular of “être” and “avoir”, when describing ideal house or bedroom; Recognise what the weather is like in the North, South, East, West and centre of France and in key mountain ranges; Be able to recognise simple prepositions; Be able to recognise the time (on the hour/ quarter past/ half past/ quarter to and more times in between); Recognise some adverbs of time and frequency (how often, how long for, time of day, which days of the week, time of year); Start to have an understanding of some more grammatical concepts (prepositions – « devant / derrière / entre / sur / sous / à côté de », « de » + definite article, « il y a, il n’y a pas de... », « à » + definite article, « à, en, dans », prepositions).</p>	<p>Pupils should demonstrate understanding of the main points and some more details from longer texts containing 2 tenses, including songs, poems and factual texts; Have an awareness of other French cultural traditions – e.g. Bastille Day; Recognise further “wh” questions (« quand / qui / à quelle heure / combien de fois par semaine / pour combien de temps »); Recognise the location of key mountain ranges in France (“Alpes / Pyrénées”).</p>	<p>Pupils should demonstrate understanding of the main points and further details from longer texts containing at least 2 tenses, including songs, poems and factual texts; Be able to recognise the meanings of other verbs which express opinions – <i>je me passionne pour / je m’intéresse à / j’ai horreur de...</i>; Be able to recognise the location of key mountain ranges and other important towns in France (Alpes / Pyrénées).</p>	

	Working towards Y9 Expected standards	Y9 Expected Standards	Working above Y9 Expected Standards	Working well above Y9 Expected Standards
Active skills	<p>Pupils should be able to display the following skills: Be able to transcribe short paragraphs with some accuracy; Be able to use context and prior knowledge to deduce the meaning of unfamiliar vocabulary (recognising cognates, smaller words within longer words); Be able to give a presentation on a specific prepared topic; Translate sentences and short paragraphs to and from the TL so that the meaning is clear overall.</p> <p>Pupils should be able to use the following language: Be able to talk about oneself and give some information about family members in present tense, giving some details; Start to be able to describe other family members in present tense (“il / elle est, il / elle a”); Be able to talk about hobbies giving some details and say what do after school; Start to describe what did and did not do using some past participles (verbs with “avoir” + “je suis allé(e) ”); Start to be able to express opinions in the three tenses studied (past, present and future, e.g. c’était / c’est / ce sera); Talk about a special day saying where like to go and what like to do there using some new vocabulary; Be able to describe daily routine giving simple times and locations using reflexive verbs; Start to use simple 24 hour-clock; Start to use the conditional using “on pourrait” + infinitive to suggest activities to do with other people; Start to give reasons why to go / not to go somewhere using the verb “vouloir” in present tense “je veux / je ne veux pas parce que” + opinions vocabulary; Be able to name some film genres and give simple opinions; Be able to describe what eat / drink and start to say what do not eat/ drink for meals; Use the word for some (“du/ de la/ de l’/ des”), although may make errors; Start to be able to say how much want of something and use simple quantities (“un kilo de...”); Create simple conversations in the context of shopping and eating out; Be able to name some parts of the body and face; Start to be able to say what’s wrong using “J’ai mal au/ à la/ à l’/ aux...”</p>	<p>Pupils should be able to display the following skills: Be confident in all parts of key verbs in the present tense; Use past, present and future tenses (“je” form); Translate short texts to and from the TL so that the overall meaning comes across; Write texts and write creatively with increasing accuracy; Transcribe with some accuracy, using 3 tenses; Speak with clearer pronunciation and intonation; Use a dictionary to check spellings and to look up words.</p> <p>Pupils should be able to use the following language: Be able to talk about oneself and family in present tense, giving more details, with a generally clear accent and pronunciation; Be able to describe other family members in present tense (“il / elle est, il / elle a”); Be able to talk about hobbies in more detail and say what do after school; Start to describe what other people do as hobbies/after school (“il/elle va/joue/fait,” etc.); Describe what did and start to say what did not do using the correct past participle (verbs with “avoir” + “je suis allé(e) ”); Describe where will go and what will do there using “je vais” + infinitive; Be able to express opinions in the three tenses learnt (past, present and future, e.g. “c’était / c’est / ce sera”); Talk about a special day in detail saying where like to go and what like to do there; Be able to describe daily routine in detail giving times and locations using reflexive verbs; Use simple 24 hour-clock; Say what clubs go to at school and when, and give opinions; Be able to use the conditional accurately using “on pourrait” + infinitive to suggest activities to do with other people; Give reasons or excuses why to go / not to go somewhere using the verb “vouloir” in present tense “je veux / je ne veux pas parce que” + new opinions vocabulary; Be able to talk about film genres and say what they are like and give opinions; Be able to use more linking words such as “cependant, de plus”; Be able to name different types of food and shops; Be able to describe what eat / drink and/ or do not eat/ drink for meals; Be able to use the correct word for some (“du/ de la/ de l’/ des”), with increasing accuracy; Be able to count up to 100 and start to count up to 1000 in the context of weight and prices; Be able to say how much want of something and use quantities; Create detailed conversations in the context of shopping and eating out; Be able to talk about parts of the body and face; Be able to say what’s wrong using “J’ai mal au/ à la/ à l’/ aux...” with some accuracy.</p>	<p>Pupils should be able to display the following skills: Be confident in all parts of key verbs in the present tense; Use past, present and future tenses with different parts of the verb; Translate longer texts to and from the TL so that the overall meaning comes across; Write texts and write creatively with good accuracy; Transcribe very accurately; Speak with very clear pronunciation and intonation; Use a dictionary confidently to check spellings and to look up words.</p> <p>Pupils should be able to use the following language: Be able to talk about oneself and family in present tense, giving more details, using the “nous” form, with a generally clear accent and pronunciation; Be able to describe other family members in detail in present tense (“il / elle est, il / elle a”), using “vraiment/très/ assez”; Describe what other people do and don’t do as hobbies/after school (“il/elle va/joue/fait”, etc.); Describe what did and did not do using the correct past participle and other parts of the verb (using verbs with “avoir + être”); Be able to express opinions accurately in the three tenses studied (past, present and future, e.g. “c’était / c’est / ce sera”); Talk about a special day in detail saying where like to go and what like to do there using some more complex expressions; Be able to describe daily routine and someone else’s in detail giving times and locations, using reflexive verbs; Use 24 hour-clock; Use the conditional accurately using “on pourrait” + infinitive to suggest activities to do with other people; Make up own excuses why to go / not to go somewhere using the verb “vouloir” in present tense “je veux / je ne veux pas parce que” + new opinions vocabulary; Be able to talk about film genres and say what they are like and how they make you feel; Be able to describe what others eat / drink and/ or do not eat/ drink for meals; Be able to use the correct word for some (“du/ de la/ de l’/ des”) accurately; Be able to count up to 1000 in the context of weight and prices with confidence; Create more detailed conversations using sophisticated language in the context of shopping and eating out; Be able to say what’s wrong using “J’ai mal au/ à la/ à l’/ aux...” accurately; Be able to give medical advice.</p>	<p>Pupils will be working well above the expected standards consistently, showing excellent pronunciation and intonation, as well as a higher level of accuracy and independence, similar to a native speaker</p>
Passive skills	<p>Pupils should demonstrate understanding of the main points and further details from longer texts containing at least 2 tenses, including songs, poems and factual texts; Be able to recognise the names of some shops; Be able to recognise numbers in tens up to 100 in the context of weight and prices; Be able to understand some basic medical advice at the doctor’s / pharmacy.</p>	<p>Pupils should demonstrate understanding of the main points and further details from longer texts containing 3 tenses, including authentic and literary texts; Have an awareness of French customs and cultural traditions related to the school system (no school on Wednesdays) and food and drink (typical Christmas meal/ goûter); Be able to understand menus when eating out, including using Euros; Be able to understand medical advice at the doctor’s / pharmacy.</p>	<p>Pupils should demonstrate understanding of further details from longer texts containing 3 tenses, including longer authentic and literary texts; Have a sound knowledge of key grammatical concepts; Be able to understand authentic menus with French cuisine (e.g. “un croque-monsieur; escargots; grenouilles...”) when eating out; Be able to understand detailed medical advice at the doctor’s / pharmacy; Be able to understand French spoken with a more authentic pace and tone.</p>	