

## Subject: Year 7 French

### Topic: Transition – ‘Bonjour et Bienvenu!’ & ‘À Propos de Moi!’

	Baseline Reading HT1	Baseline Listening HT1	Puppet Show Speaking HT2/3
Excelling	Students can draw on previous French knowledge or successfully apply English literacy and grammar rules to the French language to be able to identify unfamiliar vocabulary with a high level of accuracy. Students can identify specific French words in a sentence of less familiar language.	Students can draw on previously learnt French or use English phonic sounds very effectively to identify many familiar words in spoken French. Students can identify previously learnt French words (Months) or identified similar phonic sounds in spoken French words to the English equivalent to help you narrow down meaning.	Students can independently research questions and answers and use their phonics knowledge to work out pronunciation. Students pronounce words extremely accurately showing an outstanding awareness of French phonic rules. Students use natural intonation in familiar phrases and speech and can ask and answer questions about themselves in a two-way conversation from memory.
Secure	Students can understand some common phrases and short sentences. Students can pick out key cognates/ near cognates in sentences to help understand meaning.	Students were able to listen to tone of voice to help them make educated guesses about how someone is feeling. Students can successfully pick out and understand some key cognates or near cognates when spoken in short sentences using prior French knowledge or by applying English letter sounds.	Students’ pronunciation is good showing an awareness of a range of phonic sounds. Students can answer some familiar questions from memory – they may not be in conversation. Students use some natural intonation in well-practiced conversation but may still hesitate.
Developing	Students can understand a few common phrases or very short sentences. Students can understand a few familiar / simple words.	Students understand a few spoken short sentences or a few common phrases.	Pronunciation is developing & students show an awareness of phonics/ pronunciation rules in their speech. Students can answer a few familiar questions from memory and with support can ask some familiar questions.
Emerging	Students can recognise some very simple cognates and near cognates (*French words that look like English words) when written as single words.	Students use their knowledge of English letter sounds to help them match single spoken French words to the correct written word.	Students can answer and ask questions with support e.g. a script. Students know a French phonic / pronunciation rule. Students can copy pronunciation when words are spoken by the teacher first.

	End of Transition Reading HT2/3	End of Transition Listening HT2/3	About Me Supported to Mastery Writing. Writing From Memory HT3/4
<b>Excelling</b>	Students can identify the correct translation for a wide range of recently covered phrases & sentences. Students at this level are also capable of identifying a range of specific details in written text.	Students can recognise a wide range of phonic sounds / pronunciation rules in spoken French words. At Excelling level students can also identify several phonic sounds or different pronunciation rules in a single spoken French word. Students are also capable of understanding a wide range of familiar, recently covered phrases and sentences including a variety of details.	Students writing from memory and accuracy when writing from memory is exceptional. At excelling level students can include a different tense e.g. the conditional (I would like), they can include adjectives & show they understand adjectival agreement by using the correct version of an adjective – either masculine or feminine. Students who are excelling can also give extended (joined with a connective) or justified opinions (it's cool) in their written work, from memory. Student will also cover all the secure criteria.
<b>Secure</b>	Students can identify a range of familiar vocabulary and are capable of identifying the correct translation for some recently covered phrases and sentences. Students are able to pick out details in written text.	Students in the secure banding are capable of recognising some common key phonic sounds / pronunciation rules in spoken French words. Students are also capable of understanding a wide range of familiar, recently covered phrases and sentences including details.	Students working at the secure level can write about themselves from memory with a good level of accuracy. They can write about themselves including all of the following information; - <input type="checkbox"/> A greeting, Name, Age, Birthday <input type="checkbox"/> Where you live & house type <input type="checkbox"/> An Opinion & A Question. Students may be able to add some additional information such as their nationality. They will have shown that they can use a few coordinating conjunctions /connectives from memory.
<b>Developing</b>	Students at this level show that they can understand a range of familiar, recently covered phrases and a range of common phrases. Students may be beginning to pick out some details.	At Developing level students show they are capable of understanding a range of familiar, recently covered phrases and are beginning to be able to hear some familiar details in spoken French. Students are developing their knowledge of French phonics and can identify a few key phonic sounds in spoken French words.	Students at developing level will be able to write about some ( 4+ sentences) of the following topics from memory or with limited support e.g. a key word sheet with approximate spelling. <input type="checkbox"/> A greeting, Name, Age, Birthday <input type="checkbox"/> Where you live & house type <input type="checkbox"/> An Opinion & A Question. Students may be starting to use connectives (et/ mais) or some simple adjectives.
<b>Emerging</b>	Students can correctly identify the translation for one or two familiar phrases/ sentences as well as some recently covered topic specific vocabulary.	Students can understand some recently covered vocabulary and a few common recently covered words. Students at emerging level will know a pronunciation rule in French and are capable of identifying pronunciation rules in known or covered French words.	At emerging level students are able to write some familiar phrases about yourself from memory that may have spelling errors. Students will be able to write an opinion + noun e.g. I like tennis. Or students may be able to complete short phrases or sentences or a familiar gap fill with known phrases by writing single words from memory.

## Topic: 'En Classe' & 'Ma Famille'.

	Grammar Knowledge Quizzes HT4/5	Family Supported to Mastery Writing HT5/6	End of Year Vocab & Grammar Assessment HT6
<b>Excelling</b>	<p>Students demonstrate a high level of grammatical knowledge and can apply a range of grammatical rules with success, including: -</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> the golden rules of adjectival agreement.</li> <li><input type="checkbox"/> definite and indefinite articles.</li> <li><input type="checkbox"/> plural adjectives and nouns.</li> <li><input type="checkbox"/> negatives – and a key grammar rule with negatives (de).</li> </ul> <p>They also understand a wide range of vocabulary from this topic and independently work to expand this knowledge.</p>	<p>Students writing from memory and accuracy when writing from memory is exceptional. At excellent level students can perform all the secure criteria confidently and have taken their learning to a greater depth by beginning to include different tenses into their writing – e.g. past/ conditional. Students have experimented with and have developed successful memorising techniques and strategies and devote time to commit vocabulary, sentences and structures to their long-term memory.</p>	<p>Students achieving excellent at the end of year 7 show an excellent understanding of the vocabulary and grammar covered this year. They are able to deal with longer texts and pick out main points and details from familiar topics. They also show that they can understand a range of tenses – e.g. present, past, conditional.</p>
<b>Secure</b>	<p>Students understanding of the golden rules of Adjectival agreement is good and they can apply some of the rules with success e.g. how to make adjectives feminine. They understand the meaning of key negative phrases (je n'ai pas de / ce n'est pas). Students demonstrate a secure understanding of word order of nouns and adjectives and show that they understand a wide range of colours vocabulary &amp; classroom items vocabulary.</p>	<p>Students working at the secure level can write from memory with a good level of accuracy. In addition to the developing criteria students who achieve secure show they can also: -</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> write several longer sentences using a range of connectives</li> <li><input type="checkbox"/> use adjectival agreement accurately</li> <li><input type="checkbox"/> use plurals of nouns accurately.</li> <li><input type="checkbox"/> use different conjugations -être/s'appeler (je, il/elle, ils)</li> <li><input type="checkbox"/> express and justify opinions with a range of language.</li> </ul>	<p>Students achieving secure demonstrate a good vocab knowledge from the topics covered in year 7, as well as sound understanding of a range of grammatical structures. Students in this band can: -</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> identify key information in a longer text.</li> <li><input type="checkbox"/> identify details such as correct feminine adjectival agreement and plural nouns.</li> <li><input type="checkbox"/> recognise and understand a range of verbs covered this year including some different conjugations of key verbs</li> </ul>
<b>Developing</b>	<p>Students can explain a key grammar rule such as word order of nouns and adjectives and can successfully identify the correct word in example sentences. They understand key verbs in their negative forms such as 'je n'ai pas' and 'ce n'est pas'. They can demonstrate an understanding a range of colours vocabulary &amp; classroom items vocabulary.</p>	<p>Students can write some sentences from memory or with limited support, with approximate spelling. They can: -</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> use a connective e.g. 'mais / et'.</li> <li><input type="checkbox"/> justify an opinion using - because he is + simple adjective.</li> <li><input type="checkbox"/> use 'mon/ma/mes' and 'un/un'e accurately</li> <li><input type="checkbox"/> use 'qui s'appelle' and 'qui s'appellent' accurately</li> <li><input type="checkbox"/> use a range of simple opinions.</li> </ul>	<p>Students in the developing band show that they understand and recognise a range of vocabulary from across the different topics covered in year 7. Their understanding of French grammar is developing and they can: -</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> identify some key familiar verbs.</li> <li><input type="checkbox"/> understand a range of justified opinions.</li> </ul>
<b>Emerging</b>	<p>Students can understand a range of colours vocabulary &amp; classroom items vocabulary and are developing their understanding of some of the grammar rules such as word order.</p>	<p>Students are able to write some familiar phrases from memory that may have spelling errors and can write some short sentences with support e.g. a writing frame and vocabulary support. They also show that they can: -</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> use correct punctuation.</li> <li><input type="checkbox"/> write a simple opinion – e.g., 'opinion + noun'</li> <li><input type="checkbox"/> use short phrases/ sentences.</li> </ul>	<p>Students in the emerging band show that they can successfully recognise a range of familiar vocabulary from topics covered this year. They can identify the correct meaning of simple opinion phrases and may even identify some justifications of opinions.</p>