

St Bede's Catholic Voluntary Academy
KS3 Age Related Expectations

Department: French

YEAR 7	Working Towards	Working At	Working Beyond
Listening	• Understand familiar words and phrases when spoken clearly and repeated.	• Understand a range of familiar phrases and opinions. • Identify main points and opinions in simple sentences. • Begin to transcribe familiar words from memory.	• Understand main points and opinions in short passages using familiar vocabulary and present tense verbs. • Transcribe familiar short phrases.
Speaking	• Say single words and short phrases with support. • Repeat words with correct pronunciation and intonation.	• Answer simple questions and give basic opinions from memory. • Begin to show awareness of French sound patterns. • Ask and answer simple questions. • Take part in brief dialogues using present tense.	• Ask and answer a range of questions. • Take part in short dialogues using familiar vocabulary and grammar. • Exchange opinions and describe using short phrases.
Reading	• Understand familiar written words and phrases. • Read familiar words aloud. • Translate familiar words into English.	• Understand familiar phrases and opinions. • Match sound to print. • Translate short phrases and simple sentences into English from memory. • Identify main points and opinions in short texts.	• Understand familiar phrases and opinions. • Match sound to print. • Translate short phrases and simple sentences into English. • Identify main points and opinions in short texts.
Writing	• Copy simple words correctly. • Label items and complete short phrases or sentences.	• Write short sentences with support using present tense. • Write familiar words from memory. • Translate familiar words into French. • Express simple opinions with increasing accuracy.	• Write linked sentences giving information and opinions in the present tense. • Translate short phrases into French. • Generally accurate with straightforward language, though some verb errors may occur.
Grammar	• Understand basic grammar terms (noun, verb, adjective, etc.). • Use singular/plural nouns, articles, and high-frequency verbs (e.g. j'ai, je suis).	• Use subject pronouns and opinion verbs (e.g. j'aime). • Form present tense of regular -er verbs (singular). • Use simple negatives and connectives. • Use adjectives with correct agreement and position. • Use possessive adjectives and key irregular verbs (aller, avoir, être, faire – singular).	• Use partitive articles (du, de la, etc.). • Use adverbs of frequency and place. • Form full present tense of regular verbs. • Use infinitives after verbs of liking (e.g. j'aime jouer). • Distinguish between tu and vous.



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Year 8	Working Towards	Working At	Working Beyond
Listening	• Demonstrate understanding of main points and opinions from a short passage using a range of familiar vocabulary, short phrases and common verbs in the present tense, spoken clearly. • Transcribe short phrases.	• Demonstrate understanding of main points, opinions with reasons and some details in short passages which include reference to either the present or the future, spoken clearly. • Transcribe phrases.	• Demonstrate understanding of main points, opinions with reasons and details in a range of short passages which include reference to the present and the future, spoken clearly. • Transcribe longer phrases.
Speaking	• Ask and answer a range of simple questions. • Take part in a range of brief dialogues, using short phrases referring to the present. • Exchange opinions. • Describe and give information in short dialogues using familiar vocabulary and common grammatical structures.	• Take part in simple conversations, referring to the present or the future. Describe and give information in a range of short dialogues using familiar vocabulary and a range of common grammatical structures. • Exchange opinions and give simple reasons. • Begin to speak spontaneously (e.g. by giving an unsolicited opinion).	• Take part in longer conversations, describing, informing, giving details and expressing and justifying opinions. • Use a range of common vocabulary and grammatical structures, referring to the present and the future.
Reading	• Demonstrate understanding of main points and opinions in short written texts using a range of familiar vocabulary, short phrases and common verbs in the present tense. • Translate short sentences into English, showing awareness of grammar.	• Demonstrate understanding of main points, opinions with reasons and details in short written texts, which include reference to the present or the future. • Understand short texts written for target-language learners (e.g. songs, simple poems). • Translate longer sentences into English.	• Demonstrate understanding of main points, details, overall message and opinions with reasons in short written texts, referring to the present and the future. • Understand short authentic texts adapted for target-language learners (e.g. menus, short adverts, short messages). • Translate longer, more complex sentences into English.



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Writing	• Write several short, linked sentences to give information and express simple opinions, referring to the present. • Translate familiar short phrases into the target language. • Generally accurate in using straightforward language and meaning is clear, but there may be major errors with verbs.	• Write short texts for different purposes using mainly memorised language, referring to the present or the future. • Express opinions and give simple reasons. • Translate into the target language simple sentences containing familiar words and grammatical structures. • Generally accurate in using straightforward language and meaning is clear, but there may be errors with verbs.	• Write short texts for different purposes, referring to the present and the future. • Express and justify opinions. • Translate into the target language longer sentences (covering some grammar up to and including the 6th Step) containing familiar words and grammatical structures. • Generally accurate in using straightforward language and meaning is clear, but there may be minor errors with verbs.
Grammar	• Understand and use : - the partitive article (du, de la, de l', des) - adverbs of frequency (e.g. quelquefois, tous les jours) - the present tense of regular verbs (full paradigm) - modes of address (tu and vous) - adverbs of place (ici, là-bas); adverbs of time in the present (aujourd'hui) - common simple prepositions (e.g. dans, derrière, sur, sous) - the infinitive following verbs of liking (e.g. j'aime + infinitive)	• Understand and use: - the modal verbs pouvoir and vouloir (present tense, singular forms only) - use of negative after de (e.g. il n'y a pas de...) - other connectives (e.g. parce que, ou, alors, donc) - the present tense of common irregular verbs (full paradigm, plus all plural subject pronouns) - the near future tense (aller + infinitive)	• Understand and use: - the present tense of common reflexive verbs - je voudrais + infinitive - time expressions for use with the near future tense (e.g. demain, ce week-end, ce soir, l'année prochaine) - two tenses together, the present and the near future



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Year 9	Working Towards	Working At	Working Beyond
Listening	• Demonstrate understanding of main points, opinions with reasons and details in a range of short passages which include reference to the present and the future, spoken clearly • Transcribe longer phrases.	• Demonstrate understanding of a range of short and longer passages which include opinions with reasons, details and reference to the present, the past and the future, spoken clearly. • Transcribe sentences.	• Deduce meaning and demonstrate understanding of overall message, key points and details in a range of longer passages (including some authentic sources, adapted or abridged) which include a range of at least three different tenses, justified opinions and some less familiar, as well as familiar, language and grammatical structures spoken clearly.
Speaking	• Take part in longer conversations, describing, informing, giving details and expressing and justifying opinions. • Use a range of common vocabulary and grammatical structures referring to the present and the future.	• Demonstrate spontaneity by asking unsolicited questions and expand answers. • Use increasingly accurate pronunciation and intonation.	• Initiate and develop conversations on a variety of topics. • Use and adapt language for new purposes and narrate events. • Occasionally use some less common vocabulary and some more complex grammatical structures and using at least three tenses. • Demonstrate spontaneity by asking unsolicited questions, responding to unexpected questions and expanding answers where appropriate. • Begin to use coping strategies to deal with unknown words and phrases. • Use pronunciation and intonation which are mostly accurate.



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Reading	• Demonstrate understanding of main points, details, overall message and opinions with reasons in short written texts, referring to the present and the future. • Understand short authentic texts adapted for target-language learners (e.g. menus, short adverts, short messages). • Translate longer, more complex sentences into English.	• Demonstrate understanding of a range of short and longer texts which include justified opinions and refer to the present, the past and the future. • Read short authentic texts (e.g. adapted adverts, information leaflets, poems and songs). • Translate short passages into English, showing awareness of grammar especially tenses.	• Deduce meaning and understand detail in longer texts, including extracts from literary texts, which include a range of at least three different tenses, justified opinions, some unfamiliar, as well as familiar, language and some more complex structures. • Use reading strategies to work out meaning in a variety of short and longer authentic texts (e.g. emails, short magazine extracts and adapted or abridged short stories). • Translate into English short passages containing a range of tenses and grammatical structures.
Writing	• Write short texts for different purposes, referring to the present and the future. (• Express and justify opinions. • Translate into the target language longer sentences containing familiar words and grammatical structures. • Generally accurate in using straightforward language and meaning is clear, but there may be minor errors with verbs.	• Use style and register appropriately in familiar settings. • Translate into the target language short passages containing a range of familiar words and grammatical structures. • Mostly accurate and meaning is clear, but with some minor errors (e.g. spellings, genders, agreements) and an occasional major error (e.g. with verbs and tenses).	• Write coherent longer texts on a variety of topics, containing descriptions, narrations and personal opinions with justification, using at least three tenses. • Link sentences and paragraphs, and structure ideas. • Translate into the target language short passages containing a variety of vocabulary and grammatical structures. • Mostly accurate and meaning is clear, but with some minor errors (e.g. spellings, genders, agreements) and some errors with more complex structures.



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Grammar	• Understand and use: - the present tense of common reflexive verbs - je voudrais + infinitive - time expressions for use with the near future tense (e.g. demain, ce week-end, ce soir, l'année prochaine) - two tenses together, the present and the near future.	• Understand and use: - the perfect tense of regular –er verbs, using avoir - the perfect tense of common irregular verbs: boire, faire, prendre, voir - the perfect tense with être, aller and other common verbs - time expressions for use with the perfect tense (e.g. hier, le week-end dernier, l'année dernière) - the imperfect tense of avoir and être in common expressions (e.g. c'était..., il y avait...) - comparative adjectives (plus ... que, moins ... que) - prepositions followed by de (e.g. à côté de, à droite de, en face de) - il faut + infinitive - modal verbs: devoir, pouvoir, vouloir (full paradigm) - superlative adjectives (le/la/les plus/moins ...) - plural possessive adjectives (notre/nos, votre/vos, leur/leurs) - questions using question words and inversion - three tenses together (the present, the perfect and the near future) - the simple future tense	• Understand and use: - the perfect tense of regular –er verbs, using avoir - the perfect tense of common irregular verbs: boire, faire, prendre, voir - the perfect tense with être, aller and other common verbs - time expressions for use with the perfect tense (e.g. hier, le week-end dernier, l'année dernière) - the imperfect tense of avoir and être in common expressions (e.g. c'était..., il y avait...) - comparative adjectives (plus ... que, moins ... que) - prepositions followed by de (e.g. à côté de, à droite de, en face de) - il faut + infinitive - modal verbs: devoir, pouvoir, vouloir (full paradigm) - superlative adjectives (le/la/les plus/moins ...) - plural possessive adjectives (notre/nos, votre/vos, leur/leurs) - questions using question words and inversion - three tenses together (the present, the perfect and the near future) - the simple future tense
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