

Aim High Step Descriptors		Key Stage 3 French		
		A	B	C
		Knowledge	Understanding	Skills
<p>Working Towards Year 7 expectations.</p>	<p>Step 1</p>	<p>Students know vocabulary about personal information and family. They know vocabulary about opinions and why people like or dislike things. Students can recall some pronunciation and spelling rules. Students begin to learn about common aspects of cultural life.</p>	<p>Students understand information about people and their families including descriptions both physical and character. They understand what people like and dislike. Students understand basic classroom instructions in the TL.</p>	<p>Students can say and write information about themselves and their family with support. They can sometimes apply basic pronunciation and spelling rules, and can produce some high frequency language without support. Students can respond in the target language for classroom routines.</p>
		<p>Students know common verbs to talk about themselves including, I have, I am, I would like and I can. Students know a range of connectives, intensifiers, opinions phrases and adjectives, and other high frequency structures.</p>	<p>Students can understand common verbs and different subjects of verbs, including the verbs 'to be' and 'to have' in first person and third person. Students can translate sentences with familiar language accurately.</p>	<p>Students can produce language to express opinions and give reasons, and they can use the verbs 'to have' and 'to be' to talk about themselves and some other people, including using the negative sometimes. Students can ask and answer some questions in the target language, and write a paragraph without support, albeit with some errors.</p>
<p>Working Above the expectations for Year 7 and at a greater depth. Working towards Year 8 expectations.</p>	<p>Step 3</p>	<p>Students know a wider range of topic vocabulary including some question words, opinion phrases, and language for comparing. Students have a wider cultural knowledge and can express opinions about it in the TL.</p>	<p>Students understand language about topics studied, including comparisons, and they can pick out the correct information to answer questions. Students can translate familiar language accurately, and can recognise some common false cognates.</p>	<p>Students can speak and write about a variety of topics, including asking and answering questions and comparison. Spelling and pronunciation of common words are improving in accuracy and students can produce a wider range of high frequency structures and verbs accurately without support. Write a paragraph from memory. They give more opinions with reasons and make use of connectives, qualifiers and quantifiers. They are able to translate a short paragraph with good accuracy into French.</p>
<p>Working at the Expected Standard and are meeting the criteria as described by the curriculum area for Year 8.</p>	<p>Step 4</p>	<p>Students can recall the meaning of a wide range of regular verbs, nouns, and adjectives, including some common irregular verbs such as 'to do'. Students know how to form a past and future tense with 'I'.</p>	<p>Students can understand texts or someone speaking about what they did last weekend, or about what they are going to do. They can identify some negative phrases and a range of time phrases.</p>	<p>Students can talk and write about what they did in the past and/or the future (regular verbs) though there may be some errors. Students can have a conversation and write more than one paragraph with little/no support, on a broader range of topics and can understand details including opinions and reasons. They can translate a range of sentences into English.</p>
<p>Working Above the expectations for Year 8 and at greater depth. Working towards Year 9 expectations.</p>	<p>Step 5</p>	<p>Students can identify a range of vocabulary about topics studied so far. Students can recognise some language to express justified opinions, comparisons, questions and sequence.</p>	<p>Students can understand some language about all topics studied so far, and they can pick out correct information even though there may be simple distractors. Students can translate common past and future tenses, including some time phrases</p>	<p>Students can write more than one paragraph or have a simple unprepared conversation without support, including using basic past or future, more accurately. Students can produce a wider range of language accurately, and independently.</p>
<p>Working at the Expected Standard and are meeting the criteria as described by the curriculum area for Year 9.</p>	<p>Step 6</p>	<p>Students can recognise verbs in different tenses, including key verbs in the conditional (je voudrais) and imperfect (c'était)</p>	<p>Students can understand texts and spoken language with a wider range of verbs and tenses, including future, past and some common imperfect forms. Students can understand verbs about other people in a variety of tenses.</p>	<p>Students can produce a wider range of language accurately, and independently, sometimes spontaneously, or creatively. Students can include accurate verb forms in at least 3 time frames, extended sentences and pronounce language more consistently.</p>
<p>Working Above the expectations for Year 9 and at a greater depth.</p>	<p>Step 7</p>	<p>There is little topic or general vocabulary studied, which students cannot recall. They can recognise the three main time frames. Students have a broader cultural knowledge and make comparisons between their culture and that of TL countries.</p>	<p>Students can make sense of most comprehension activities about the topics studied, including crosscontext. Students understand the gist of complex or unfamiliar language. Students translate familiar language with confidence.</p>	<p>The language students produce in spoken and written form is largely accurate, except when using complex structures. They can manipulate regular verb forms they have studied without support, including using some negatives. They can sometimes produce language about other people's past and future actions.</p>