

| Grade | Speaking | Writing | Listening | Reading |
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| 9 | <ul style="list-style-type: none"> • I speak with a high degree of fluency and clarity • I can speak spontaneously and naturally and take the initiative • I have excellent pronunciation and intonation • I confidently express and explain a range of complex ideas and interesting opinions • I can talk about events coherently in extended sequences of speech • I use a wide range of complex vocabulary • I am able to successfully use a range of more complex grammatical structures, including subordinate clauses • I can communicate very accurately in three time frames | <ul style="list-style-type: none"> • I write with a high degree of accuracy and clarity • My ideas are fully relevant to the task • I confidently express and explain a range of complex ideas and interesting opinions • I can write about events coherently in extended writing • I am able to successfully use a range of more complex grammatical structures, including subordinate clauses • I can communicate confidently in three time frames • My vocabulary is sophisticated and I can write in different styles and registers • I use idiomatic expressions to enhance my writing • My writing is virtually faultless • I can translate more complex passages accurately in to French • I can use a dictionary to check nuance of meaning, find synonyms and select the most appropriate vocabulary • I have a strong sense of linguistic patterns and use this knowledge to improve the accuracy and sophistication of my writing | <ul style="list-style-type: none"> • I readily understand long passages spoken by native speakers at near normal speed • I can understand a range of accents and registers • I effectively recognise tone and intonation and use this information to help me deduce meaning • My responses to comprehension questions are highly accurate and detailed • I can quickly identify the relevant information required from a longer spoken passage • I can understand passages on any topic, including those with which I am not familiar • I am very confident when making connections between the spoken and written word • My vocabulary knowledge is very broad • I have highly developed listening strategies which enable me to decipher unknown vocabulary items • I have excellent grammatical knowledge and use this to help me to understand speakers | <ul style="list-style-type: none"> • I am quick to process language in a long and complex written passage • I regularly read authentic French texts, which I can understand • I can quickly identify the context of a written text • I can skim and scan a text to find the relevant information quickly • I can re-read to identify finer detail and nuance • My responses to comprehension questions are highly accurate and detailed • I can understand passages on any topic, including those with which I am not familiar • My vocabulary knowledge is very broad and am familiar with some idiomatic expressions • I have highly developed reading strategies which enable me to decipher unknown vocabulary items • I have excellent grammatical knowledge and use this to help me to understand written texts |

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| 8 | <ul style="list-style-type: none"> • I speak with some fluency, though not that of a native speaker • I can speak spontaneously and take the initiative • I have consistently very good pronunciation and intonation • I convey information clearly and can talk about events coherently in some detail • I confidently express and explain a range of interesting ideas and opinions • I use a wide range of interesting vocabulary • I use a wide range of grammatical structures and communicate very accurately in three time frames • I make only minor errors, though there may be more errors in more complex structures | <ul style="list-style-type: none"> • I can write accurately and with little ambiguity • My ideas are fully relevant to the task • I express and explain many complex ideas and interesting opinions • I can write about events with much detail • I use a range of complex grammatical structures, including subordinate clauses, in my writing • I can communicate accurately in three time frames • I use a range of complex vocabulary and can write in different styles and registers • I can use some idiomatic expressions in my writing • I make only minor errors, mainly in more complex structures • I can translate complex passages into French with a high degree of accuracy • I can use a dictionary to look up unknown words and synonyms and select the most appropriate vocabulary from a list of possibilities • I can use the verb tables in a dictionary effectively when required • I recognise patterns in language and use this knowledge to improve the accuracy and complexity of my writing. | <ul style="list-style-type: none"> • I understand long passages spoken by native speakers at normal speed • I can understand some different accents and registers • I recognise tone and intonation and use this information to help me deduce meaning • My responses to comprehension questions are accurate and detailed • I can identify the relevant information required from a longer spoken passage • I can understand passages on almost any topic • I am confident when making connections between the spoken and written word • My vocabulary knowledge is broad • I have well developed listening strategies which enable me to decipher unknown vocabulary items • I have sound grammatical knowledge and use this to help me to understand speakers | <ul style="list-style-type: none"> • I understand long and complex written passages with relative ease • I read authentic French texts, which I can understand • I can quite quickly identify the context of a written text • I can skim and scan a text to find the relevant information • I can re-read to identify finer detail • My responses to comprehension questions are very accurate and detailed • I can understand passages on almost any topic • I can infer answers and work out meaning of new words in context • My vocabulary knowledge is broad and I am familiar with some idiomatic expressions • I have well developed reading strategies which enable me to decipher unknown vocabulary items • I have sound grammatical knowledge and use this to help me to understand written texts . |
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| 7 | <ul style="list-style-type: none"> • I usually react naturally to questions asked and often sound spontaneous when I speak • I usually speak without hesitation • I can take the initiative in conversations • I have good pronunciation and intonation, with only occasional lapses • I regularly develop my responses, using a wide range of connectives, and usually talk about events in some detail • I almost always convey information clearly • I give and explain opinions on a range of topics • I use a very good range of vocabulary when speaking • I can communicate mostly accurately in the past, present and future • I make minor errors when speaking, though may make more errors in more complex structures | <ul style="list-style-type: none"> • I can write with good detail and communicate a lot of information which is relevant to the task • I develop longer sentences, using a wide range of connectives • I write with very good clarity and accuracy • I express and explain many opinions • I write with a very good range of vocabulary and structures • I include some more complex structures • I can write with appropriate style and register • I can communicate in three time frames and most of my verbs are accurate • I can translate passages of writing into French with very good accuracy • I can use a dictionary to look up new words and synonyms to improve my range of vocabulary and read carefully to select the most appropriate translation from a list of possibilities • I use the dictionary to check verbs if I am uncertain • I recognise patterns in language and can apply this knowledge to improve the quality of my writing | <ul style="list-style-type: none"> • I can pick out the key points of long passages spoken by native speakers at normal speed • I can draw logical conclusions from the information I hear • I listen for tone and intonation and use this information to help me deduce meaning • My responses to comprehension questions are accurate and often detailed • I can identify the relevant information required from a spoken passage • I can understand passages on a range of topics • I can usually make connections between the spoken and written word • My vocabulary knowledge on topics covered in class is very good • I have some good listening strategies which help me to decipher unknown vocabulary items • I understand many grammatical structures and recognise time frames in spoken passages • I recognise synonyms and antonyms with ease in spoken passages • I can easily recognise positive and negative points of view | <ul style="list-style-type: none"> • I can pick out the key points of long written passages with relative ease • I can draw logical conclusions from the information I read • I read authentic French texts, which I can usually understand • I can identify the context of a written text • I can skim and scan a text to find the relevant information • I can re-read to identify detail • My responses to comprehension questions are usually accurate and detailed • I can understand passages on a range of topics • I can usually infer answers and work out meaning of new words in context • My vocabulary knowledge on topics covered in class is very good • I have some good reading strategies which enable me to decipher unknown vocabulary items • I understand many grammatical structures and recognise time frames in written passages • I recognise synonyms and antonyms with ease in written passages • I can easily recognise positive and negative points of view |
| 6 | <ul style="list-style-type: none"> • I often react naturally to questions and sometimes sound | <ul style="list-style-type: none"> • I can write with some detail and communicate quite a lot of | <ul style="list-style-type: none"> • I can understand shorter passages spoken by native | <ul style="list-style-type: none"> • I can understand shorter written passages |

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| | <p>spontaneous when I speak</p> <ul style="list-style-type: none"> • I usually respond promptly, though there may be a little hesitation before I speak • I speak at a good pace • My pronunciation is generally good, with some inconsistency in more challenging language • I often develop my responses and can talk about events in some detail • I usually convey information clearly • I give and explain opinions on a range of topics • I use a good range of vocabulary when speaking • I can communicate with some accuracy in past, present and future • I may make minor errors and occasional more serious ones, but these do not impede comprehension | <p>information which is relevant to the task</p> <ul style="list-style-type: none"> • I develop some longer sentences, using a range of connectives • My written communication is usually clear and unambiguous • I express and give reasons for opinions • I write with a good range of vocabulary and structures • I attempt some more complex structures • My style and register are usually correct • I can communicate in three time frames and my verbs are usually accurate • I am working to improve my accuracy, but may still make some minor errors • I can translate passages of writing into French with mostly good accuracy • I can use a dictionary to look up new words and can select the appropriate word from a list of possibilities • I can use the dictionary to check verb forms • I recognise many patterns in language and can apply this knowledge to support my accuracy when writing | <p>speakers</p> <ul style="list-style-type: none"> • I can usually pick out key points of longer passages spoken by native speakers • I can usually draw conclusions from the information I hear • I listen for tone and intonation and can often use this information to help me deduce meaning • My responses to comprehension questions are mostly accurate • I can usually identify the relevant information required from a spoken passage • I can usually make connections between the spoken and written word • I can usually understand passages on a range of topics covered in class • My vocabulary knowledge on topics covered in class is very good • I am developing some good listening strategies which help me to decipher unknown vocabulary items • I understand many grammatical structures and usually recognise time frames in spoken passages • I recognise synonyms and antonyms in spoken passages • I can recognise positive and negative points of view | <ul style="list-style-type: none"> • I can usually pick out key points of long written passages • I can usually draw conclusions from the information I read • I read authentic French texts, which I can often understand • I can usually identify the context of a written text • I can skim and scan a text to look for the relevant information, which I can usually find • I can often re-read to identify detail • My responses to comprehension questions are mostly accurate • I can understand passages on a range of topics covered in class • I am developing my ability to work out meaning of new words in context • My vocabulary knowledge on topics covered in class is very good • I am developing some good reading strategies which enable me to decipher unknown vocabulary items • I understand many grammatical structures and usually recognise time frames in written passages • I recognise synonyms and antonyms written passages • I can recognise positive and negative points of view |
| 5 | <ul style="list-style-type: none"> • I react naturally to simple | <ul style="list-style-type: none"> • I can convey simple messages | <ul style="list-style-type: none"> • I can understand short spoken | <ul style="list-style-type: none"> • I can understand short written |

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| | <p>questions</p> <ul style="list-style-type: none"> • I sometimes sound spontaneous, though my responses may at times sound pre-learnt • I sometimes hesitate, but can respond to nearly all questions, though may occasionally lack clarity • My accent is understandable and I pronounce words reasonably accurately and I have some intonation • I can convey simple messages without ambiguity • I usually respond to questions with clear information • I can develop most answers using a range of connectives • I can give opinions, some of which are explained • I can occasionally narrate events briefly • I can speak with some range of vocabulary • I can communicate with some accuracy in past, present and future time frames • Although I may make errors, they do not generally impede comprehension | <p>without ambiguity</p> <ul style="list-style-type: none"> • I can develop longer sentences, using a range of connectives • I can convey a lot of information • The intended meaning of my writing is nearly always clear • I can express opinions, some of which are explained • I can write with a variety of appropriate vocabulary • I can communicate in past, present and future time frames, mostly with success • Errors are mainly minor, with more serious errors in complex structures and sentences • My style and register are appropriate • I can adapt verbs according to who is doing the action and write longer passages, using a range of connectives • My grammar and spelling are clear and understandable • I can use a dictionary to look up new words and check spellings and I recognise different parts of speech in a dictionary • I can use a dictionary to check some verbs • I recognise some patterns in language and can apply this knowledge to support my accuracy when writing | <p>passages on a topic covered in class</p> <ul style="list-style-type: none"> • I can often pick out key information in longer passages • I can usually draw reasonable conclusions from the information I hear • I listen for tone of voice and use this information to help me understand the speaker's point of view • My responses to straightforward comprehension questions are mostly accurate • I am developing my ability to make connections between the spoken and written word • I have a good understanding of vocabulary on a range of themes covered in class • I have some strategies for decoding unknown vocabulary • I can often identify different time frames in spoken passages • I can understand grammatical structures such as negatives • I recognise synonyms in spoken passages • I can recognise positive and negative points of view | <p>passages on a topic covered in class</p> <ul style="list-style-type: none"> • I can often pick out key information and detail in longer passages • I can usually draw reasonable conclusions from the information I read • I can skim and scan a text to find straightforward relevant information • My responses to straightforward comprehension questions are mostly accurate • I have a good understanding of vocabulary on a range of themes covered in class • I have some strategies for decoding unknown vocabulary • I can often identify different time frames in written passages • I can usually recognise synonyms and antonyms in written passages and use this to respond accurately to questions • I can recognise positive and negative points of view |
| 4 | <ul style="list-style-type: none"> • I respond to most questions on a range of topics studied in | <ul style="list-style-type: none"> • I can respond to most questions and I am working to | <ul style="list-style-type: none"> • I can understand much of what I hear in short spoken passages | <ul style="list-style-type: none"> • I can understand much of what I read in short written passages |

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| | <p>class and I am working to improve the clarity of my answers</p> <ul style="list-style-type: none"> • I sometimes hesitate, but can respond to most questions • My accent is generally understandable, I can pronounce most familiar words accurately and I have some intonation • I can convey simple messages, mostly without ambiguity • I can respond to questions with short responses and at times develop longer responses, using connectives • I can express, and sometimes explain, simple opinions • I can communicate with some accuracy in more than one time frame • I speak with some range of topic vocabulary and structures and I am working towards using less repetition in my language | <p>improve my ability to convey my intended meaning with clarity</p> <ul style="list-style-type: none"> • I can develop some longer sentences, using some connectives • I can convey a reasonable amount of information • I can express, and sometimes explain, simple opinions • I can write with a variety of appropriate vocabulary • I can communicate in at least two different time frames, mostly with success • I am working to improve my accuracy, though may still make a number of minor and some major errors • I have some understanding of different styles and registers • I can recognise some patterns in verbs and am developing my ability to adapt verbs according to who is doing the action • I can write longer sentences, using some connectives • I am working on improving my grammar and spelling • I can use a dictionary to look up words and check spellings • I can use a dictionary to check some verbs • I can recognise some patterns in language and am developing my ability to use this knowledge to support my accuracy when writing | <p>on a topic covered in class</p> <ul style="list-style-type: none"> • I can usually work out the gist of longer passages • I am developing my ability to listen for tone of voice and use this information to help me understand the speaker's point of view • My responses to straightforward comprehension questions are often accurate • I am developing my ability to make connections between the spoken and written word • I have a good understanding of vocabulary on some themes covered in class • I am developing some strategies for decoding unknown vocabulary • I am developing my ability to recognise synonyms in spoken passages • I can recognise positive and negative points of view | <p>on a topic covered in class</p> <ul style="list-style-type: none"> • I can usually work out the gist of longer passages • I can often draw reasonable conclusions from the information I read • I can usually skim and scan a text to find straightforward relevant information • My responses to straightforward comprehension questions are often accurate • I have a good understanding of vocabulary on some themes covered in class • I am developing some strategies for decoding unknown vocabulary • I can often identify different time frames in written passages • I am developing my ability to recognise synonyms in written passages • I can recognise positive and negative points of view |
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| 3 | <ul style="list-style-type: none"> • I respond to simple questions on a range of topics studied in class • I can communicate simple responses with some clarity • I am beginning to speak more fluently and to rely less on pre-learnt responses • I can pronounce many familiar words accurately and I am working on pronunciation patterns for new and unknown words • I speak with some intonation • I can respond to questions on a familiar topic with short responses • I may occasionally develop longer responses with some connectives • I can give and occasionally explain my opinions • I speak with some range of vocabulary on familiar topics • I can communicate in present tense and I may sometimes successfully communicate in another time frame | <ul style="list-style-type: none"> • I can respond to questions on a familiar topic • I can communicate simple responses with some clarity • I can develop some longer sentences, using a few connectives • I can write simple opinions and can sometimes give reasons for these • I can write with some range of appropriate vocabulary on a familiar topic • I can refer to two different time frames with some success • I am working to improve my accuracy, though may still make a number of errors • I can recognise some patterns in verbs am working on my ability to adapt regular verbs and some common irregular verbs according to who is doing the action • I can develop longer sentences, using a few connectives • I am working on improving my grammar and spelling • I can use a dictionary to look up words and check spellings • I can recognise some simple patterns in language and can use this knowledge when forming tenses and checking accuracy such as gender | <ul style="list-style-type: none"> • I can pick out the key points in short spoken passages on a topic covered in class • When I listen to a passage a few times, I can understand quite a lot of information • I can sometimes work out the gist of longer spoken passages • I am developing my ability to listen for tone of voice and use this information to help me understand the speaker's point of view • My responses to straightforward comprehension questions are often accurate • I am developing my ability to make connections between the spoken and written word • I have a good understanding of vocabulary on some themes covered in class • I can sometimes successfully deduce the meaning of unfamiliar words • I can recognise positive and negative points of view | <ul style="list-style-type: none"> • I can pick out the key points in short written passages on a topic covered in class • When I read a text a few times, I can understand quite a lot of information • I can sometimes work out the gist of longer written passages • I am developing my ability to draw reasonable conclusions from the information I understand • I can often skim and scan a text to find straightforward relevant information • My responses to straightforward comprehension questions are often accurate • I have a good understanding of vocabulary on some themes covered in class • I can sometimes successfully deduce the meaning of unfamiliar words • I can recognise positive and negative points of view |
| Grade 2 | <ul style="list-style-type: none"> • I can give answers to simple questions on a topic recently covered in class | <ul style="list-style-type: none"> • I can respond to simple questions on a topic recently covered in class | <ul style="list-style-type: none"> • I can understand the gist of short spoken passages on a topic recently covered in class | <ul style="list-style-type: none"> • I understand the gist of short written passages on a topic recently covered in class |

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| | <ul style="list-style-type: none"> • I can communicate some short responses that my teacher can understand • I sometimes hesitate when speaking and may rely on responses I have learnt by heart • I can often pronounce familiar words accurately, though sometimes my accent may not be clear • I sometimes give my opinion on a familiar topic • I show some knowledge of vocabulary on topics recently covered in class • I can communicate well in the present tense and I am working towards including another time frame when speaking • I use a few connectives when speaking | <ul style="list-style-type: none"> • I can communicate some short responses that my teacher can understand • I am working on my ability to develop longer sentences, using a few connectives • I can write simple opinions on a familiar topic • I can use a few connectives when writing • I can write with some range of appropriate vocabulary on a familiar topic • I can communicate well in the present tense and I am working towards including another time frame when writing • I can recognise some patterns in verbs am working on my ability to adapt regular verbs according to who is doing the action • I am working on improving my grammar and spelling • I can use a dictionary to look up words and check spellings • I am beginning to recognise some simple patterns in language and can see that these patterns help me to form verbs and improve my accuracy | <ul style="list-style-type: none"> • When I listen to a short passage several times, I can understand the gist • I am developing my ability to listen for tone of voice and can sometimes use this information to help me understand the speaker's point of view • My responses to straightforward comprehension questions on a familiar topic are often accurate • I am developing my ability to make connections between the spoken and written word • I have quite a good understanding of vocabulary on some themes covered in class • I am developing my ability to deduce the meaning of unfamiliar words • I can usually recognise positive and negative points of view | <ul style="list-style-type: none"> • When I read a short text a few times, I can understand key points • I am developing my ability to work out the gist of longer written passages • I am developing my ability to draw reasonable conclusions from the information I understand • I am learning to skim and scan a text to find straightforward relevant information • My responses to straightforward comprehension questions on a familiar topic are often accurate • I have quite a good understanding of vocabulary on some themes covered in class • I am developing strategies to deduce the meaning of unfamiliar words • I can usually recognise positive and negative points of view |
| 1 | <ul style="list-style-type: none"> • I respond to simple questions on a topic recently covered in class • I can communicate some basic responses that my teacher can usually understand • I often hesitate when speaking | <ul style="list-style-type: none"> • I can respond to simple questions on a topic recently covered in class • I can communicate some basic responses that my teacher can usually understand • I can give short answers to | <ul style="list-style-type: none"> • I can understand the gist of short spoken passages containing familiar language with repetition • I can pick out key vocabulary in a spoken passage, which I can use to help me to answer | <ul style="list-style-type: none"> • I can understand the gist of short written passages containing familiar language • I can pick out key vocabulary in a written passage, which I can use to help me to answer questions |

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| | <p>and may rely on short responses I have learnt by heart</p> <ul style="list-style-type: none"> • I can give short answers to questions that I am familiar with • I can pronounce some familiar words accurately, though sometimes my accent may sound a bit anglicised • I sometimes express simple opinions • I know some simple vocabulary on topics covered in class • I am developing my use of the present tense when speaking | <p>questions that I am familiar with</p> <ul style="list-style-type: none"> • I sometimes express simple opinions • I know some simple vocabulary on topics covered in class • I am developing my use of the present tense when writing • I can identify some simple patterns in language | <p>questions</p> <ul style="list-style-type: none"> • When I listen to a short passage several times, I can usually understand the gist • I am developing my ability to listen for tone of voice and to use this information to help me understand the speaker's point of view • My responses to straightforward comprehension questions on a familiar topic are often accurate • I have quite a good understanding of vocabulary on some familiar themes • I can sometimes recognise positive and negative points of view | <ul style="list-style-type: none"> • When I read a short text several times, I can usually understand key points • I am developing my ability to work out the gist of written passages • I am developing my ability to draw reasonable conclusions from the information I understand • I am learning to skim and scan a text on a familiar topic to find straightforward relevant information • My responses to straightforward comprehension questions on a familiar topic are often accurate • I have quite a good understanding of vocabulary on some familiar themes • I can sometimes recognise positive and negative points of view. |
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