



French	Working towards expected outcomes	Working at expected outcomes	Working beyond expected outcomes
<p>Year 10 Autumn Term 1</p>	<p>Your child is not yet making the expected progress within this course.</p> <p>Students working <b>towards</b> expected outcomes in Year 10 can:</p> <p><b>Vocabulary:</b> -Recognise and translate into English some vocabulary from the Unit of <i>'Identity and Relationships with Others'</i> in both written and aural extracts, though there are inaccuracies or delays.</p> <p>-Produce and translate into French some vocabulary from the Unit of <i>'Identity and Relationships with Others'</i> in both written and oral tasks, though there are inaccuracies or delays.</p> <p><b>Grammar:</b> --Use adjectival agreement to describe themselves and others, though their accuracy may be inconsistent. -Use reflexive verbs accurately to describe their relations with others, though their accuracy may be inconsistent or they may struggle to go beyond the first person. -Use the comparative and superlative to compare friends and family members, though their accuracy may be inconsistent. -Use the conditional tense with accuracy to describe an ideal partner, though their accuracy may be inconsistent or they may struggle to go beyond the first person.</p>	<p>Your child is achieving the expected progress for this point within the course.</p> <p>Students working <b>at</b> expected in Year 10 can:</p> <p><b>Vocabulary:</b> -Recognise and translate into English vocabulary from the Unit of <i>'Identity and Relationships with Others'</i> in both written and aural extracts. Vocabulary is recognised with ease and without delay.</p> <p>-Produce and translate into French vocabulary from the Units of <i>'Identity and Relationships with Others'</i> in both written and oral tasks. Vocabulary is produced with ease and without delay.</p> <p><b>Grammar:</b> -Use adjectival agreement correctly to describe themselves and others. -Use reflexive verbs accurately to describe their relations with others -Use the comparative and superlative with accuracy to compare friends and family members -Use the conditional tense with accuracy to describe an ideal partner -Use the simple future tense (revisited from Y9) with accuracy to describe what life will be like in the future</p>	<p>Your child is exceeding the expected progress.</p> <p>Students working <b>beyond</b> expected in Year 10 can:</p> <p><b>Vocabulary:</b> -Recognise and translate vocabulary from the unit Identity and Relationships with Others in both written and aural contexts. Vocabulary recall is accurate and timely, demonstrating strong retention, with ongoing practice expected to solidify consistency across all tasks.</p> <p>-Produce and translate relevant vocabulary from the unit Identity and Relationships with Others in both written and spoken tasks. Vocabulary is delivered confidently and accurately, further enhancing fluency. Students are consistently confident with automatic recall across varied contexts.</p> <p><b>Grammar:</b> -Use adjectival agreement correctly to describe themselves and others. This can include irregular adjectives and BANGS adjectives. -Use reflexive verbs accurately and with a range of pronouns to describe their relations with others, -Use the comparative and superlative with accuracy to compare friends and family members -Use the conditional tense with accuracy and with a range of pronouns to describe an ideal partner -Use the simple future tense (revisited from Y9) with accuracy to describe what life will be like in the future, with a range of irregular verbs and a range of pronouns.</p>



-Use the simple future tense (revisited from Y9) with accuracy to describe what life will be like in the future, though their accuracy may be inconsistent or they may struggle with irregular verbs.

**Skills:**

- Describe a photo in French using the PALMO acronym, though they may rely on their notes to ensure accuracy.
- Read aloud a short text in French, applying some accurate sound-spelling correspondences, though they may struggle with challenging vowel sounds or in pronouncing silent final consonants (SFC).

**Respond to these Key Questions with brief responses, demonstrating a lack of confidence and inconsistent accuracy:**

- Talk to me about yourself
- Describe your family
- What is a 'good friend' like?
- What would your ideal partner be like?
- What will your life be like in the future?

**Skills:**

- Describe a photo in French with some detail, using the PALMO acronym with accuracy and without depending on their notes.
- Read aloud a short text in French, applying accurate sound-spelling correspondences.

**Respond to these Key Questions with well developed responses, demonstrating confidence and accuracy:**

- Talk to me about yourself
- Describe your family
- What is a 'good friend' like?
- What would your ideal partner be like?
- What will your life be like in the future?

**Skills:**

- Describe a photo in French using the PALMO acronym with accuracy and without depending on their notes, including lots of detail.
- Read aloud a short text in French, applying accurate sound-spelling correspondences with near native level accuracy.

**Respond to these Key Questions with very well developed responses, demonstrating confidence, complexity and accuracy:**

- Talk to me about yourself
- Describe your family
- What is a 'good friend' like?
- What would your ideal partner be like?
- What will your life be like in the future?





French	Working towards expected outcomes	Working at expected outcomes	Working beyond expected outcomes
<p>Year 10 Autumn Term 2</p>	<p>Your child is not yet making the expected progress within this course.</p> <p>Students working <b>towards</b> expected outcomes in Year 10 can:</p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>-Recognise and translate into English some vocabulary from the Unit of <i>'Healthy Living and Lifestyle'</i> in both written and aural extracts, though there are inaccuracies or delays.</li> <li>-Produce and translate into French some vocabulary from the Unit of <i>'Healthy Living and Lifestyle'</i> in both written and oral tasks, though there are inaccuracies or delays.</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>- Use modal verbs to describe healthy and unhealthy habits, though their accuracy may be inconsistent.</li> <li>- Use the present tense of ER verbs, though their accuracy may be inconsistent or they may struggle to go beyond the first person.</li> <li>- Use negative structures, though they may struggle with word order.</li> <li>- Use the imperfect tense to compare habits now and in the past, though their accuracy may be inconsistent or they may struggle to go beyond the first person.</li> <li>-Use the simple future tense (revisited from Y9) to describe how they will improve their health in the future, though their accuracy</li> </ul>	<p>Your child is achieving the expected progress for this point within the course.</p> <p>Students working <b>at</b> expected in Year 10 can:</p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>-Recognise and translate into English vocabulary from the Unit of <i>'Healthy Living and Lifestyle'</i> in both written and aural extracts. Vocabulary is recognised with ease and without delay.</li> <li>-Produce and translate into French vocabulary from the Unit of <i>'Healthy Living and Lifestyle'</i> in both written and oral tasks. Vocabulary is produced with ease and without delay.</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>-Use modal verbs accurately to describe healthy and unhealthy habits.</li> <li>-Use the present tense of ER verbs with accuracy</li> <li>-Use negative structures with accuracy</li> <li>-Use the imperfect tense with accuracy to compare habits now and in the past.</li> <li>-Use the present participle with accuracy</li> <li>-Use the simple future tense with accuracy</li> </ul>	<p>Your child is exceeding the expected progress.</p> <p>Students working <b>beyond</b> expected in Year 10 can:</p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>-Recognise and translate into English vocabulary from the Unit of <i>'Healthy Living and Lifestyle'</i> in both written and aural extracts. Vocabulary is recognised instantly and without any delay, demonstrating that it is embedded in long-term memory.</li> <li>-Produce and translate into French vocabulary from the Units of <i>'Healthy Living and Lifestyle'</i> in both written and oral tasks. Vocabulary is produced instantly and without any delay, demonstrating that it is embedded in long-term memory.</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>- Use a wide range of modal verbs accurately to describe healthy and unhealthy habits</li> <li>- Use the present tense of ER verbs with accuracy including a wide range of pronouns</li> <li>-Use a range of negative structures with accuracy</li> <li>- Use the imperfect tense with accuracy to compare habits now and in the past, including a range of pronouns</li> <li>-Use the present participle with accuracy and a wide range of verbs</li> <li>-Use the simple future tense with accuracy including irregular verbs and a range of pronouns</li> </ul>



	<p>may be inconsistent or they may struggle with irregular verbs.</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"><li>-Respond to a 90-word question in French using a combination of three time frames, though there may be occasional inaccuracies in their writing.</li><li>-Complete Role Plays on the topic of Healthy Living, although they may show some hesitation during these interactions.</li></ul> <p><b>Respond to these <u>Key Questions</u> with brief responses, demonstrating a lack of confidence and inconsistent accuracy:</b></p> <ul style="list-style-type: none"><li>-Are you in good shape?</li><li>-Do you eat healthily?</li><li>-What did you do to stay healthy when you were younger?</li><li>-How are you?</li><li>-What will you do to be healthier in the future?</li></ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"><li>- Respond to a 90-word question in French using a combination of three time frames, with accuracy</li><li>- Complete Role Plays on the topic of Healthy Living with a good level of accuracy.</li></ul> <p><b>Respond to these <u>Key Questions</u> with well developed responses, demonstrating confidence and accuracy:</b></p> <ul style="list-style-type: none"><li>-Are you in good shape?</li><li>-Do you eat healthily?</li><li>-What did you do to stay healthy when you were younger?</li><li>-How are you?</li><li>-What will you do to be healthier in the future?</li></ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"><li>- Respond to a 90-word question in French using a combination of three time frames, with accuracy and a wide range of complex structures</li><li>-Complete Role Plays in French about Healthy Living with accuracy, confidence and a good level of speed/fluency.</li></ul> <p><b>Respond to these <u>Key Questions</u> with very well developed responses, demonstrating confidence, complexity and accuracy:</b></p> <ul style="list-style-type: none"><li>-Are you in good shape?</li><li>-Do you eat healthily?</li><li>-What did you do to stay healthy when you were younger?</li><li>-How are you?</li><li>-What will you do to be healthier in the future?</li></ul>
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French	Working towards expected outcomes	Working at expected outcomes	Working beyond expected outcomes
Year 10 Spring Term	<p>Your child is not yet making the expected progress within this course.</p> <p>Students working <b>towards</b> expected outcomes in Year 10 can:</p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>-Recognise and translate into English some vocabulary from the Unit of <i>'Education and Work'</i> in both written and aural extracts, though there are inaccuracies or delays.</li> <li>-Produce and translate into French some vocabulary from the Unit of <i>'Education and Work'</i> in both written and oral tasks, though there are inaccuracies or delays.</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>- Use modal verbs to describe school rules, though their accuracy may be inconsistent.</li> <li>- Use adjectival agreement to describe school subjects, though their accuracy may be inconsistent</li> <li>-Use the comparative and superlative to compare school subjects, though word order may be an issue.</li> <li>- Use the imperfect tense to compare primary and secondary schools, though they may find it challenging to apply the correct verb endings.</li> <li>-Use the conditional tense to describe their dream school and dream job, though they</li> </ul>	<p>Your child is achieving the expected progress for this point within the course.</p> <p>Students working <b>at</b> expected in Year 10 can:</p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>-Recognise and translate into English vocabulary from the Unit of <i>'Education and Work'</i> in both written and aural extracts. Vocabulary is recognised with ease and without delay.</li> <li>-Produce and translate into French vocabulary from the Unit of <i>'Education and Work'</i> in both written and oral tasks. Vocabulary is produced with ease and without delay.</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>-Use modal verbs accurately to describe school rules.</li> <li>-Use accurate adjectival agreement to describe school subjects</li> <li>- Use the comparative and superlative with accuracy to compare school subjects</li> <li>-Use the imperfect tense with accuracy to compare your primary and secondary schools</li> <li>-Use the conditional tense to describe their dream school and dream job</li> </ul>	<p>Your child is exceeding the expected progress.</p> <p>Students working <b>beyond</b> expected in Year 10 can:</p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>-Recognise and translate into English vocabulary from the Unit of <i>'Education and Work'</i> in both written and aural extracts. Vocabulary is recognised instantly and without any delay, demonstrating that it is embedded in long-term memory.</li> <li>-Produce and translate into French vocabulary from the Units of <i>'Education and Work'</i> in both written and oral tasks. Vocabulary is produced instantly and without any delay, demonstrating that it is embedded in long-term memory.</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>- Use a wide range of modal verbs accurately to describe school rules.</li> <li>- Use the present tense of ER verbs with accuracy including a wide range of pronouns</li> <li>-Use a range of negative structures with accuracy</li> <li>- Use the imperfect tense with accuracy to compare habits now and in the past, including a range of pronouns</li> <li>-Use the present participle with accuracy and a wide range of verbs</li> <li>-Use the simple future tense with accuracy including irregular verbs and a range of pronouns</li> </ul>



may struggle to apply correct verb endings or to use irregular verbs.

**Skills:**

- Answer a 90 word question in French using a combination of three, though there may be inaccuracies in their writing.
- Answer general conversation questions in French about *Education and work*, though they may be hesitant in these exchanges.

**Respond to these Key Questions with brief responses, demonstrating a lack of confidence and inconsistent accuracy:**

- Describe your school
- What is your favourite subject?
- What was your primary school like?
- Describe a typical school day
- What would your ideal school be like?
- Are you going to sixth form?
- What is your ideal job?
- Do you have any work experience?
- How will you use languages in the future?

**Skills:**

- Answer a 90 word question in French using a combination of three tenses with accuracy
- Answer general conversation questions in French about *Education and work*. with a good level of accuracy.

**Respond to these Key Questions with well developed responses, demonstrating confidence and accuracy:**

- Describe your school
- What is your favourite subject?
- What was your primary school like?
- Describe a typical school day
- What would your ideal school be like?
- Are you going to sixth form?
- What is your ideal job?
- Do you have any work experience?
- How will you use languages in the future?

**Skills:**

- Answer a 90 word question in French using a combination of three tenses with accuracy and a wide range of complex structures
- Answer general conversation questions in French about *Education and work*, with accuracy, confidence and a good level of speed/fluency.

**Respond to these Key Questions with very well developed responses, demonstrating confidence, complexity and accuracy:**

- Describe your school
- What is your favourite subject?
- What was your primary school like?
- Describe a typical school day
- What would your ideal school be like?
- Are you going to sixth form?
- What is your ideal job?
- Do you have any work experience?
- How will you use languages in the future?





French	<b>Working towards expected outcomes</b> Your child is not yet making the expected progress within this course.	<b>Working at expected outcomes</b> Your child is achieving the expected progress for this point within the course.	<b>Working beyond expected outcomes</b> Your child is exceeding the expected progress.
Year 10 Summer Term 1	<p>Students working <b>towards</b> expected outcomes in Year 10 can:</p> <p><b>Vocabulary:</b> -Recognise and translate into English some vocabulary from the Unit of <i>'Free Time Activities'</i> in both written and aural extracts, though there are inaccuracies or delays.</p> <p>-Produce and translate into French some vocabulary from the Unit of <i>'Free Time Activities'</i> in both written and oral tasks, though there are inaccuracies or delays.</p> <p><b>Grammar:</b> -Use the present tense of regular verbs and the irregular verbs 'aller' and 'faire', though with inconsistent accuracy and a limited range of pronouns. -Use some variety of opinion verbs and phrases to express free time preferences -Use the imperfect and near future tenses with limited accuracy or a limited range of pronouns to talk about their hobbies</p>	<p>Students working <b>at</b> expected in Year 10 can:</p> <p><b>Vocabulary:</b> -Recognise and translate into English vocabulary from the Unit of <i>'Free Time Activities'</i> in both written and aural extracts. Vocabulary is recognised with ease and without delay.</p> <p>-Produce and translate into French vocabulary from the Unit of <i>'Free Time Activities'</i> in both written and oral tasks. Vocabulary is produced with ease and without delay.</p> <p><b>Grammar:</b> -Use the present tense of regular verbs and the irregular verbs 'aller' and 'faire', with accuracy and some variety of pronouns. -Use a good variety of opinion verbs and phrases to express free time preferences -Use the imperfect and near future tenses with accuracy and some variety of pronouns to talk about their hobbies</p>	<p>Students working <b>beyond</b> expected in Year 10 can:</p> <p><b>Vocabulary:</b> -Recognise and translate into English vocabulary from the Unit of <i>'Free Time Activities'</i> in both written and aural extracts. Vocabulary is recognised instantly and without any delay, demonstrating that it is embedded in long-term memory.</p> <p>-Produce and translate into French vocabulary from the Units of <i>'Free Time Activities'</i> in both written and oral tasks. Vocabulary is produced instantly and without any delay across a wide range of contexts and tasks, demonstrating fluent retention over time.</p> <p><b>Grammar:</b> -Use the present tense of regular verbs and the irregular verbs 'aller' and 'faire', with consistent accuracy and a wide variety of pronouns. -Use a wide variety of more complex opinion verbs and phrases to express free time preferences -Use the imperfect and near future tenses with accuracy, fluency and a wide variety of pronouns to talk about their hobbies</p>



	<p><b>Skills:</b></p> <ul style="list-style-type: none"><li>-Answer a 90 word question in French using a combination of three, though there may be inaccuracies in their writing.</li><li>-Speak spontaneously about the topic of 'Free Time Activities', though with a limited range of language</li><li>-Answer general conversation questions in French about 'Free Time Activities' though they may be hesitant in these exchanges.</li></ul> <p><b>Respond to these Key Questions with brief responses, demonstrating a lack of confidence and inconsistent accuracy:</b></p> <ul style="list-style-type: none"><li>-What do you like to do?</li><li>-Do you have a favourite sport?</li><li>-Do you like watching the TV?</li><li>-Do you prefer reading a book or listening to music?</li><li>-How do you use the Internet?</li></ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"><li>-Answer a 90 word question in French using a combination of three tenses with accuracy</li><li>-Speak spontaneously about the topic of 'Free Time Activities', with some variety of language</li><li>- Answer general conversation questions in French about 'Free Time Activities'. with a good level of accuracy.</li></ul> <p><b>Respond to these Key Questions with well developed responses, demonstrating confidence and accuracy:</b></p> <ul style="list-style-type: none"><li>-What do you like to do?</li><li>-Do you have a favourite sport?</li><li>-Do you like watching the TV?</li><li>-Do you prefer reading a book or listening to music?</li><li>-How do you use the Internet?</li></ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"><li>- Answer a 90 word question in French using a combination of three tenses with accuracy and a wide range of complex structures</li><li>-Speak spontaneously about the topic of 'Free Time Activities', with a wide variety of vocabulary and tenses</li><li>- Answer general conversation questions in French about 'Free Time Activities' ,with accuracy, confidence and a good level of speed/fluency.</li></ul> <p><b>Respond to these Key Questions with very well developed responses, demonstrating confidence, complexity and accuracy:</b></p> <ul style="list-style-type: none"><li>-What do you like to do?</li><li>-Do you have a favourite sport?</li><li>-Do you like watching the TV?</li><li>-Do you prefer reading a book or listening to music?</li><li>-How do you use the Internet?</li></ul>
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French	Working towards expected outcomes	Working at expected outcomes	Working beyond expected outcomes
Year 10 Summer Term 2	<p>Your child is not yet making the expected progress within this course.</p> <p>Students working <b>towards</b> expected outcomes in Year 10 can:</p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>-Recognise and translate into English some vocabulary from the Unit of '<i>Customs and Festivals</i>' in both written and aural extracts, though there are inaccuracies or delays.</li> <li>-Produce and translate into French some vocabulary from the Unit of '<i>Customs and Festivals</i>' in both written and oral tasks, though there are inaccuracies or delays.</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>-Use the superlative and comparative with more limited accuracy</li> <li>-To use the perfect tense with 'etre' verbs with limited accuracy and a limited range of pronouns</li> <li>-To recognise the pronouns 'y' and 'en' but to apply them with more limited accuracy</li> <li>-To use 'si' clauses with limited accuracy or range to talk about a Francophone festival that they would like to celebrate</li> </ul>	<p>Your child is achieving the expected progress for this point within the course.</p> <p>Students working <b>at</b> expected in Year 10 can:</p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>-Recognise and translate into English vocabulary from the Unit of '<i>Customs and Festivals</i>' in both written and aural extracts. Vocabulary is recognised with ease and without delay.</li> <li>-Produce and translate into French vocabulary from the Unit of '<i>Customs and Festivals</i>' in both written and oral tasks. Vocabulary is produced with ease and without delay.</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>-Use the superlative and comparative with accuracy</li> <li>-To use the perfect tense with 'etre' verbs with accuracy and some variety of pronouns</li> <li>-To recognise the pronouns 'y' and 'en' but to apply them with accuracy</li> <li>-To use 'si' clauses with accuracy and an increasing range of vocabulary to talk about a Francophone festival that they would like to celebrate</li> </ul>	<p>Your child is exceeding the expected progress.</p> <p>Students working <b>beyond</b> expected in Year 10 can:</p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>-Recognise and translate into English vocabulary from the Unit of '<i>Customs and Festivals</i>' in both written and aural extracts. Vocabulary is recognised instantly and without any delay, demonstrating that it is embedded in long-term memory.</li> <li>-Produce and translate into French vocabulary from the Units of '<i>Customs and Festivals</i>' in both written and oral tasks. Vocabulary is produced instantly and without any delay, demonstrating that it is embedded in long-term memory.</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>-Use the superlative and comparative with accuracy and fluency</li> <li>-To use the perfect tense with 'etre' verbs with accuracy, fluency and a wide range of pronouns</li> <li>-To recognise the pronouns 'y' and 'en' and to apply them fluently and confidently in both spoken and written ork</li> <li>-To use 'si' clauses with fluency and accuracy to talk about a Francophone festival that they would like to celebrate</li> </ul>



	<p><b>Skills:</b> -To complete a ‘mock speaking’ assessment with some confidence but limited accuracy</p> <p>-Answer general conversation questions in French about ‘<i>Customs and Festivals</i>’ though they may be hesitant in these exchanges.</p> <p><b>Respond to these <u>Key Questions</u> with brief responses, demonstrating a lack of confidence and inconsistent accuracy:</b> -What is your favourite festival and why? -How did you celebrate your last birthday? -Which Francophone festival would you like to celebrate and why?</p>	<p><b>Skills:</b> -To complete a ‘mock speaking’ assessment with confidence, accuracy and some good development.</p> <p>- Answer general conversation questions in French about ‘<i>Customs and Festivals</i>’ . with a good level of accuracy.</p> <p><b>Respond to these <u>Key Questions</u> with well developed responses, demonstrating confidence and accuracy:</b> -What is your favourite festival and why? -How did you celebrate your last birthday? -Which Francophone festival would you like to celebrate and why?</p>	<p><b>Skills:</b> -To complete a ‘mock speaking’ assessment with confidence, accuracy, well developed and complex responses.</p> <p>- Answer general conversation questions in French about ‘<i>Customs and Festivals</i>’ ,with accuracy, confidence and a good level of speed/fluency.</p> <p><b>Respond to these <u>Key Questions</u> with very well developed responses, demonstrating confidence, complexity and accuracy:</b> -What is your favourite festival and why? -How did you celebrate your last birthday? -Which Francophone festival would you like to celebrate and why?</p>
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