



French	Working towards expected outcomes	Working at expected outcomes	Working beyond expected outcomes
<p>Year 9 Autumn Term</p>	<p>Your child is not yet making the expected progress within this course.</p> <p>Students working towards expected outcomes in Year 9 can:</p> <p>Vocabulary: Recognise and translate into English some vocabulary from the Unit of <i>'Life in the past'</i> in both written and aural extracts, though there are inaccuracies or delays.</p> <p>Produce and translate into French some vocabulary from these units in both written and oral tasks, though there are inaccuracies or delays.</p> <p>Grammar: Recognise the following grammatical structures, but when applying them their accuracy may be inconsistent:</p> <ul style="list-style-type: none"> • The present tense of ER Verbs • The imperfect tense • Adjectival agreement • Opinion + infinitive verb <p>Skills: Read aloud short sentences in French, applying some accurate sound-spelling correspondences, though they may struggle with challenging vowel sounds or in pronouncing silent final consonants (SFC).</p> <p>Students will apply their knowledge of the imperfect tense to understanding fairytales.</p>	<p>Your child is achieving the expected progress for this point within the course.</p> <p>Students working at expected in Year 9 can:</p> <p>Vocabulary: Recognise and translate into English vocabulary from the Unit of <i>'Life in the past'</i> in both written and aural extracts. Vocabulary is recognised with ease and without delay.</p> <p>Produce and translate into French vocabulary from these units in both written and oral tasks. Vocabulary is produced with ease and without delay.</p> <p>Grammar: Recognise and translate the following grammatical structures and utilise them with a good level of accuracy.</p> <ul style="list-style-type: none"> • The present tense of ER Verbs • The imperfect tense • Adjectival agreement • Opinion + infinitive verb <p>Skills: Read aloud longer sentences in French, applying accurate sound-spelling correspondences.</p> <p>Students will apply their knowledge of the imperfect tense to understanding fairytales. They will apply this knowledge to create their</p>	<p>Your child is working beyond the expected progress for this point within the course.</p> <p>Students working beyond expected in Year 9 can:</p> <p>Vocabulary: Recognise and translate into English vocabulary from the Unit of <i>'Life in the past'</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 these units in both written and oral tasks. Vocabulary is produced instantly and without any delay, demonstrating that it is embedded in long-term memory.</p> <p>Grammar: Recognise and translate the following grammatical structures without delay. They can apply them with a consistent level of accuracy and some range. For instance, a wide range of pronouns.</p> <ul style="list-style-type: none"> • The present tense of ER Verbs • The imperfect tense • Adjectival agreement • Opinion + infinitive verb <p>Skills: Read aloud longer passages in French, applying consistently accurate sound-spelling correspondences, including with more challenging vowel sounds.</p> <p>Students will apply their knowledge of the imperfect tense to understanding fairytales. They will apply this knowledge to create their own fairytale in French, with an</p>



They will apply this knowledge to create their own fairytale in French, though they may rely heavily on resources provided to support them.

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

- What were you like in the past?
- What did you used to like to do?
- What was your primary school like?
- What was your town like in the past?

own fairytale in French, with increasing independence from their resources.

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

- What were you like in the past?
- What did you used to like to do?
- What was your primary school like?
- What was your town like in the past?

impressive amount of manipulation of vocabulary and structures provided.

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

- What were you like in the past?
- What did you used to like to do?
- What was your primary school like?
- What was your town like in the past?





French	Working towards expected outcomes	Working at expected outcomes	Working beyond expected outcomes
Year 9 Spring Term	<p>Your child is not yet making the expected progress within this course.</p> <p>Students working towards expected outcomes in Year 9 can:</p> <p>Vocabulary: Recognise and translate into English some vocabulary from the Unit of <i>'Life in the future'</i> in both written and aural extracts, though there are inaccuracies or delays.</p> <p>Produce and translate into French some vocabulary from these units in both written and oral tasks, though there are inaccuracies or delays.</p> <p>Grammar: Recognise the following grammatical structures, but when applying them their accuracy may be inconsistent:</p> <ul style="list-style-type: none"> • The present tense of modal verbs: devoir, pouvoir, vouloir • Modal verbs + infinitive • The omission of articles when talking about jobs • The simple future tense, including the irregular verbs: avoir, etre, aller, faire <p>Skills: Read aloud short sentences in French, applying some accurate sound-spelling correspondences, though they may struggle with challenging vowel sounds or in pronouncing silent final consonants (SFC).</p>	<p>Your child is achieving the expected progress for this point within the course.</p> <p>Students working at expected in Year 9 can:</p> <p>Vocabulary: Recognise and translate into English vocabulary from the Unit of <i>'Life in the future'</i> in both written and aural extracts. Vocabulary is recognised with ease and without delay.</p> <p>Produce and translate into French vocabulary from these units in both written and oral tasks. Vocabulary is produced with ease and without delay.</p> <p>Grammar: Recognise and translate the following grammatical structures and utilise them with a good level of accuracy.</p> <ul style="list-style-type: none"> • The present tense of modal verbs: devoir, pouvoir, vouloir • Modal verbs + infinitive • The omission of articles when talking about jobs • The simple future tense, including the irregular verbs: avoir, etre, aller, faire <p>Skills: Read aloud longer sentences in French, applying accurate sound-spelling correspondences.</p>	<p>Your child is working beyond the expected progress for this point within the course.</p> <p>Students working beyond expected in Year 9 can:</p> <p>Vocabulary: Recognise and translate into English vocabulary from the Unit of <i>'Life in the future'</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 these units in both written and oral tasks. Vocabulary is produced instantly and without any delay, demonstrating that it is embedded in long-term memory.</p> <p>Grammar: Recognise and translate the following grammatical structures without delay. They can apply them with a consistent level of accuracy and some range. For instance, a wide range of pronouns.</p> <ul style="list-style-type: none"> • The present tense of modal verbs: devoir, pouvoir, vouloir • Modal verbs + infinitive • The omission of articles when talking about jobs • The simple future tense, including the irregular verbs: avoir, etre, aller, faire <p>Skills: Read aloud longer passages in French, applying consistently accurate sound-spelling correspondences, including with more challenging vowel sounds.</p>



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

- What do you do to earn money?
- What do you want to do later on in life?
- What will your life be like in the future?
- What will the world be like in the future?
- How will you use languages in the future?

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

- What do you do to earn money?
- What do you want to do later on in life?
- What will your life be like in the future?
- What will the world be like in the future?
- How will you use languages in the future?

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

- What do you do to earn money?
- What do you want to do later on in life?
- What will your life be like in the future?
- What will the world be like in the future?
- How will you use languages in the future?





French	Working towards expected outcomes	Working at expected outcomes	Working beyond expected outcomes
Year 9 Summer Term	<p>Your child is not yet making the expected progress within this course.</p> <p>Students working towards expected outcomes in Year 9 can:</p> <p>Vocabulary: Recognise and translate into English some vocabulary from the Unit of <i>'Life in Paris'</i> in both written and aural extracts, though there are inaccuracies or delays.</p> <p>Produce and translate into French some vocabulary from these units in both written and oral tasks, though there are inaccuracies or delays.</p> <p>Grammar: Recognise the following grammatical structures, but when applying them their accuracy may be inconsistent:</p> <ul style="list-style-type: none"> • The present tense of modal verbs: devoir, pouvoir, vouloir • The simple future tense • The perfect tense (revisit from Y8) • Question formation <p>Skills: Read aloud short sentences in French, applying some accurate sound-spelling correspondences, though they may struggle with challenging vowel sounds or in pronouncing silent final consonants (SFC).</p>	<p>Your child is achieving the expected progress for this point within the course.</p> <p>Students working at expected in Year 9 can:</p> <p>Vocabulary: Recognise and translate into English vocabulary from the Unit of <i>'Life in Paris'</i> in both written and aural extracts. Vocabulary is recognised with ease and without delay.</p> <p>Produce and translate into French vocabulary from these units in both written and oral tasks. Vocabulary is produced with ease and without delay.</p> <p>Grammar: Recognise and translate the following grammatical structures and utilise them with a good level of accuracy.</p> <ul style="list-style-type: none"> • The present tense of modal verbs: devoir, pouvoir, vouloir • The simple future tense • The perfect tense (revisit from Y8) • Question formation <p>Skills: Read aloud longer sentences in French, applying accurate sound-spelling correspondences.</p>	<p>Your child is working beyond the expected progress for this point within the course.</p> <p>Students working beyond expected in Year 9 can:</p> <p>Vocabulary: Recognise and translate into English vocabulary from the Unit of <i>'Life in Paris'</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 these units in both written and oral tasks. Vocabulary is produced instantly and without any delay, demonstrating that it is embedded in long-term memory.</p> <p>Grammar: Recognise and translate the following grammatical structures without delay. They can apply them with a consistent level of accuracy and some range. For instance, a wide range of pronouns.</p> <ul style="list-style-type: none"> • The present tense of modal verbs: devoir, pouvoir, vouloir • The simple future tense • The perfect tense (revisit from Y8) • Question formation <p>Skills: Read aloud longer passages in French, applying consistently accurate sound-spelling correspondences, including with more challenging vowel sounds.</p>



	<p>Students will recognise key transactional questions that might be used in the context of travel, though they may struggle to form these accurately.</p> <p>Respond to these <u>Key Questions</u> with brief responses, demonstrating a lack of confidence and inconsistent accuracy:</p> <ul style="list-style-type: none">-What can you do in Paris?-What would you like to eat/drink/order?-What will you do in Paris?-What did you do in Paris?	<p>Students will recognise and formulate key transactional questions that might be used in the context of travel, with a good level of accuracy.</p> <p>Respond to these <u>Key Questions</u> with well developed responses, demonstrating confidence and accuracy:</p> <ul style="list-style-type: none">-What can you do in Paris?-What would you like to eat/drink/order?-What will you do in Paris?-What did you do in Paris?	<p>Students will recognise key transactional questions that might be used in the context of travel, and form them with accuracy and fluency.</p> <p>Respond to these <u>Key Questions</u> with very well developed responses, demonstrating confidence, complexity and accuracy:</p> <ul style="list-style-type: none">-What can you do in Paris?-What would you like to eat/drink/order?-What will you do in Paris?-What did you do in Paris?
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