



French	Working towards expected outcomes	Working at expected outcomes	Working beyond expected outcomes
<p>Year 11 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 11 can:</p> <p>Vocabulary: -Recognise and translate into English some vocabulary from the Units of ‘<i>Celebrity Culture</i>’ and ‘<i>Travel and Tourism</i>’ in both written and aural extracts, though there are inaccuracies or delays.</p> <p>-Produce and translate into French some vocabulary from the Units of ‘<i>Celebrity Culture</i>’ and ‘<i>Travel and Tourism</i>’ in both written and oral tasks, though there are inaccuracies or delays.</p> <p>Grammar: -Use the conditional tense to describe what life would be like as a famous person, though their accuracy may be inconsistent. -Use the perfect tense with ‘être’ verbs to describe the lives of influencers, though their accuracy may be inconsistent or they may struggle to go beyond the first person. -Use the irregular verbs ‘aller’ and ‘faire’ to describe typical holidays, though the accuracy may be inconsistent or they may struggle to go beyond the first person. -Use the perfect tense to describe past holidays, though this may be limited to the first person only</p>	<p>Your child is achieving the expected progress for this point within the course.</p> <p>Students working at expected in Year 11 can:</p> <p>Vocabulary: - Recognise and translate into English some vocabulary from the Units of ‘<i>Celebrity Culture</i>’ and ‘<i>Travel and Tourism</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>Celebrity Culture</i>’ and ‘<i>Travel and Tourism</i>’ in both written and oral tasks. Vocabulary is produced with ease and without delay.</p> <p>Grammar: - Use the conditional tense with good accuracy to describe what life would be like as a famous person. - Use the perfect tense with ‘être’ verbs to describe the lives of influencers, with a good level of accuracy. - Use the irregular verbs ‘aller’ and ‘faire’ with a good level of accuracy to describe typical holidays - Use the perfect tense to describe past holidays, with an increasing range of pronouns and a good level of accuracy - Use the conditional tense to describe ideal holidays, with an increasing range of pronouns and the addition of ‘si’ clauses.</p>	<p>Your child is working beyond the expected progress for this point within the course.</p> <p>Students working beyond expected in Year 11 can:</p> <p>Vocabulary: - Recognise and translate into English some vocabulary from the Units of ‘<i>Celebrity Culture</i>’ and ‘<i>Travel and Tourism</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>Celebrity Culture</i>’ and ‘<i>Travel and Tourism</i>’ 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: -Use the conditional tense to describe what life would be like as a famous person, including a range of pronouns and irregular verbs with consistent accuracy. - Use the perfect tense with ‘être’ verbs to describe the lives of influencers, with a range of pronouns and with consistent accuracy. - Use the irregular verbs ‘aller’ and ‘faire’ to describe typical holidays, with a wide range of pronouns and consistent accuracy - Use the perfect tense to describe past holidays, with a wide range of pronouns and a consistent level of accuracy, including when using irregular verbs - Use the conditional tense to describe ideal holidays, with a wide of pronouns, irregular verbs and the addition of ‘si’ clauses.</p>



	<p>-Use the near future tense to describe future holidays, though they may be limited to the first and third person of the verb.</p> <p>Skills: -Answer the 150 word writing question in French, though their response may be limited in accuracy or narrow in complexity.</p> <p>Respond to these <u>Key Questions</u> with brief responses, demonstrating a lack of confidence and inconsistent accuracy: -Who is your favourite celebrity? -Do you want to be famous? -Are you for or against celebrity culture? -Describe your typical holidays -Tell me about your previous holidays -What would your ideal holidays be like? -What are your plans for the holidays next year?</p>	<p>- Use the simple tense to describe future holidays, with an increasing range of pronouns and 'si' clauses</p> <p>Skills: -Answer the 150 word writing question in French, with a good level of accuracy and a small range of complex phrases.</p> <p>Respond to these <u>Key Questions</u> with well developed responses, demonstrating confidence and accuracy: -Who is your favourite celebrity? -Do you want to be famous? -Are you for or against celebrity culture? -Describe your typical holidays -Tell me about your previous holidays -What would your ideal holidays be like? -What are your plans for the holidays next year?</p>	<p>- Use the simple tense to describe future holidays, with a wide range of pronouns, irregular verbs and 'si' clauses.</p> <p>Skills: -Answer the 150 word writing question in French, with a consistent level of accuracy including with major and minor errors, and a wide range of complex language and structures.</p> <p>Respond to these <u>Key Questions</u> with very well developed responses, demonstrating confidence, complexity and accuracy: -Who is your favourite celebrity? -Do you want to be famous? -Are you for or against celebrity culture? -Describe your typical holidays -Tell me about your previous holidays -What would your ideal holidays be like? -What are your plans for the holidays next year?</p>
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French	Working towards expected outcomes	Working at expected outcomes	Working beyond expected outcomes
<p>Year 11 Spring Term</p>	<p>Your child is not yet making the expected progress within this course.</p> <p>Students working towards expected outcomes in Year 11 can:</p> <p>Vocabulary: -Recognise and translate into English some vocabulary from the Units of <i>‘Media and Technology’</i> and <i>‘Environment and Where People Live’</i> in both written and aural extracts, though there are inaccuracies or delays.</p> <p>-Produce and translate into French some vocabulary from the Units of <i>‘Media and Technology’</i> and <i>‘Environment and Where People Live’</i> in both written and oral tasks, though there are inaccuracies or delays.</p> <p>Grammar: -Use the present tense with limited pronouns to talk about how you use technology -Use modal verbs in simple structures to talk about the advantages and disadvantages of technology -Use key verbs in the imperfect tense to talk about life before the internet -Use key verbs in the simple future tense to talk about technology in the future</p> <p>-Use negatives to describe your town -Use the present and imperfect tenses with key verbs to compare your town now and in the past</p>	<p>Your child is achieving the expected progress for this point within the course.</p> <p>Students working at expected in Year 11 can:</p> <p>Vocabulary: - Recognise and translate into English some vocabulary from the Units of <i>‘Media and Technology’</i> and <i>‘Environment and Where People Live’</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>‘Media and Technology’</i> and <i>‘Environment and Where People Live’</i> in both written and oral tasks. Vocabulary is produced with ease and without delay.</p> <p>Grammar: -Use the present tense with a range of pronouns to talk about how you use technology -Use modal verbs with a range of pronouns to talk about the advantages and disadvantages of technology -Use and recognise ‘depuis’ with the present tense -Use and recognise the pronoun ‘y’ -Use the imperfect tense to talk about life before the internet -Use the simple future tense to talk about technology in the future -Use and recognise adjectives that go before the noun and how these change meaning</p>	<p>Your child is working beyond the expected progress for this point within the course.</p> <p>Students working beyond expected in Year 11 can:</p> <p>Vocabulary: - Recognise and translate into English some vocabulary from the Units of <i>‘Media and Technology’</i> and <i>‘Environment and Where People Live’</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>‘Media and Technology’</i> and <i>‘Environment and Where People Live’</i> 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: - Use the present tense with a wide range of pronouns and irregular verbs to talk about how you use technology -Use modal verbs with a wide range of pronouns to talk about the advantages and disadvantages of technology -Use and recognise ‘depuis’ with the present tense in a range of contexts -Use and recognise the pronoun ‘y’ in a range of contexts -Use the imperfect tense to talk about life before the internet with a range of pronouns -Use the simple future tense to talk about technology in the future with a range of pronouns -Use and recognise adjectives that go before the noun and how these change meaning</p>



- Recognise and apply a limited number of prepositions of place to talk about places in town
- Use key verbs in the conditional tense to describe your ideal town
- Recognise IDOP and DOP when reading about an ideal town
- Recognise the passive voice when reading about environmental problems
- Recognise the present participle when talking about environmental solutions

Skills:

-Prepare a role play and photo card for the speaking exam as part of the preparation time, though their notes may lack accuracy.

-Complete a mock speaking examination involving the following tasks: role play, read aloud and follow up questions, photo card and discussion. The performance may lack accuracy or development.

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

- How do you use the internet?
- What are the advantages and disadvantages of technology?
- How can you stay safe online?

- Use a range of negatives to describe your town
- Use the present and imperfect tenses to compare your town now and in the past
- Recognise and use a range of prepositions of place to talk about places in town
- Use the conditional tense to describe your ideal town
- Recognise and use IDOP and DOP when describing an ideal town
- Recognise and use the passive voice when describing environmental problems
- Recognise and use the present participle when talking about environmental solutions

Skills:

-Prepare a role play and photo card for the speaking exam as part of the preparation time, with accuracy and to time.

-Complete a mock speaking examination involving the following tasks: role play, read aloud and follow up questions, photo card and discussion. The performance will be accurate and will include a good level of development and complexity.

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

- How do you use the internet?
- What are the advantages and disadvantages of technology?
- How can you stay safe online?

- Use a range of negatives to describe your town including 'personne' and 'rien'
- Use the present and imperfect tenses to compare your town now and in the past
- Recognise and use a range of prepositions of place to talk about places in town
- Use the conditional tense to describe your ideal town
- Recognise and use a range of IDOP and DOP when describing an ideal town
- Recognise and use the passive voice when describing environmental problems
- Recognise and use the present participle when talking about environmental solutions

Skills:

Prepare a role play and photo card for the speaking exam as part of the preparation time, with overwhelming accuracy and to time.

-Complete a mock speaking examination involving the following tasks: role play, read aloud and follow up questions, photo card and discussion. The performance will be accurate, highly developed and complex. Students at this level will also demonstrate an ability to develop responses to spontaneous or follow up questions with ease and confidence.

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

- How do you use the internet?
- What are the advantages and disadvantages of technology?
- How can you stay safe online?
- What was life like before the internet?



	<ul style="list-style-type: none">-What was life like before the internet?-What role will technology play in the future?-Describe where you live-How do you get to ...-What would your ideal town be like?-What are the environmental problems in your region and the world?-What can we do to help the planet?	<ul style="list-style-type: none">-What was life like before the internet?-What role will technology play in the future?-Describe where you live-How do you get to ...-What would your ideal town be like?-What are the environmental problems in your region and the world?-What can we do to help the planet?	<ul style="list-style-type: none">-What role will technology play in the future?-Describe where you live-How do you get to ...-What would your ideal town be like?-What are the environmental problems in your region and the world?-What can we do to help the planet?
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