

FRENCH Performance Descriptors – March 2018

	Listening	Speaking
YEAR 9 41 40 39 (38)	<ul style="list-style-type: none"> Demonstrate understanding of short and longer passages which include opinions with reasons, a range of basic grammatical structures and reference to the present, the past and the future, spoken clearly. 	<ul style="list-style-type: none"> Take part in longer conversations, expressing and justifying opinions, giving detail and referring to the present, the past and the future. Use a range of common vocabulary and grammatical structures Demonstrate spontaneity by asking unsolicited questions, and expand answers. Use increasingly accurate pronunciation and intonation.
YEAR 8 38 37 36 (35)	<ul style="list-style-type: none"> Transcribe short sentences. Demonstrate understanding of a range of short passages which include opinions with basic reasons, details and reference to either the present and the past, or the present and the future, spoken clearly. 	<ul style="list-style-type: none"> Take part in short conversations on a range of topics, describing, informing, expressing opinions and giving reasons. Demonstrate spontaneity by asking some unsolicited questions. Refer to the past or future, as well as the present, using a range of familiar vocabulary and common grammatical structures Use increasingly accurate pronunciation and intonation.
YEAR 7 35 34 33 (32)	<ul style="list-style-type: none"> Transcribe short phrases. Demonstrate understanding of main points, opinions and some details in short passages which include reference to either the present or the future. 	<ul style="list-style-type: none"> Exchange opinions and give simple reasons. Take part in simple conversations, referring to the present or the future. Describe and give information in short dialogues using familiar vocabulary and common grammatical structures. Begin to speak spontaneously (e.g. by giving an unsolicited opinion).
YEAR 6 32 31 30 (29)	<ul style="list-style-type: none"> Demonstrate understanding of main points and opinions from short passages using familiar vocabulary, short phrases and common verbs in the present tense, spoken clearly. Transcribe familiar words. 	<ul style="list-style-type: none"> Ask and answer simple questions. Exchange simple opinions. Take part in brief dialogues, using short phrases referring to the present.
YEAR 5 29 28 27 (26)	<ul style="list-style-type: none"> Demonstrate understanding of a range of familiar phrases and opinions, spoken clearly. 	<ul style="list-style-type: none"> Answer simple questions. Give basic information and opinions, using familiar vocabulary.
YEAR 4 26 25 24 (23)	<ul style="list-style-type: none"> Demonstrate understanding of familiar words and phrases, spoken clearly and repeated if necessary. 	<ul style="list-style-type: none"> Say single words and short phrases with support. Imitate a model of correct pronunciation and intonation.

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	Listening	Speaking
YEAR 3 23 22 21 (20)	<ul style="list-style-type: none">• Demonstrate understanding of words and phrases similar to those used in English, spoken clearly and repeated if necessary.	<ul style="list-style-type: none">• Imitate a model of correct pronunciation and intonation, using words and phrases similar to those used in English.

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	Reading	Writing
YEAR 9 41 40 39 (38)	<ul style="list-style-type: none"> • Demonstrate understanding of a range of short and longer texts which include opinions and refer to the present, the past and the future. • Read short authentic texts (e.g. adapted adverts, information leaflets, poems and songs). • Translate into English short passages containing a variety of tenses, vocabulary and grammatical structures. 	<ul style="list-style-type: none"> • Write short texts in a range of contexts, giving and seeking information and opinions and referring to the present, the past and the future. • Use style and register appropriately in familiar settings. • Translate into the target language longer sentences containing linked ideas • Mostly accurate and meaning is clear but with some minor errors (e.g. spellings, genders, agreements) and an occasional major error (e.g. with verbs and tenses).
YEAR 8 38 37 36 (35)	<ul style="list-style-type: none"> • Demonstrate understanding of a range of short and longer texts which include opinions and refer to the past or future as well as the present. • Use processes to work out meaning in short authentic texts (e.g. adapted adverts, poems and songs). • Translate longer sentences into English, showing awareness of familiar grammar, especially tenses. 	<ul style="list-style-type: none"> • Write short texts giving and seeking information and opinions, referring to the past or future as well as the present. • Translate into the target language longer sentences • Mostly accurate and meaning is clear but some minor errors (e.g. spellings, genders, agreements) and some errors (e.g. with verbs and tenses).
YEAR 7 35 34 33 (32)	<ul style="list-style-type: none"> • Demonstrate understanding of main points, opinions, overall message and some detail in short written texts, referring to the present or future. • Understand short texts written for target-language learners of (e.g. menus, short adverts, songs, simple poems). • Use a bilingual dictionary or glossary to look up unfamiliar words. • Translate simple sentences containing familiar vocabulary and grammar into English. 	<ul style="list-style-type: none"> • Write short texts for different purposes using mainly memorised language, referring to the present or the future. • Express opinions and give simple reasons. • Translate into the target language simple sentences containing familiar words and structures. • Generally accurate in using straightforward language and meaning is clear, but there may be errors with verbs.
YEAR 6 32 31 30 (29)	<ul style="list-style-type: none"> • Demonstrate understanding of main points and opinions in short texts using familiar language. • Translate familiar words and short phrases into English. 	<ul style="list-style-type: none"> • Write several short sentences with support to give information and express simple opinions. • Translate familiar words and short phrases into the target language. • Generally accurate in using straightforward language and meaning is clear, but there may be major errors with verbs.
YEAR 5 29 28 27 (26)	<ul style="list-style-type: none"> • Demonstrate understanding of a range of familiar written phrases and opinions. • Match sound to print by reading aloud words and phrases. 	<ul style="list-style-type: none"> • Write a few short sentences with support, giving basic information and using the present tense of frequently-used verbs. • Write some familiar words from memory. • Spelling and accents may not be accurate, but the meaning is clear.

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	Reading	Writing
YEAR 4 26 25 24 (23)	<ul style="list-style-type: none">• Demonstrate understanding of familiar words and phrases.• Read familiar words and phrases aloud.	<ul style="list-style-type: none">• Write or copy simple words correctly.• Label items.• Complete short phrases or sentences.
YEAR 3 23 22 21 (20)	<ul style="list-style-type: none">• Demonstrate understanding of familiar words and phrases similar to those used in English,• Read familiar words and phrases aloud.	<ul style="list-style-type: none">• Write or copy simple words correctly.• Label items.• Complete short phrases or sentences, using words similar to familiar English.