

## FRENCH Performance Descriptors – Revised June 2019

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

## FRENCH Performance Descriptors – Revised June 2019

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

## FRENCH Performance Descriptors – Revised June 2019

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

## FRENCH Performance Descriptors – Revised June 2019

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