

French Assessment Ladder

	Reading	Writing	Speaking	Listening	Hiltingbury Context & possible exemplar
Year 1	* Recognise and understand some familiar words and phrases in written form		* Imitate pronunciation	* Listen to familiar spoken words and phrases	Praise words and classroom phrases e.g. écoutez, regardez and taisez-vous, super, bravo, fantastique
Year 2	* Read aloud in chorus, with confidence and enjoyment, from a known text		* Respond to familiar spoken words and phrases	* Understand conventions such as taking turns to speak, valuing the contribution of others	Praise words and classroom phrases e.g. écoutez, regardez, taisez-vous and montrez moi (show me), Levez-vous, asseyez-vous, super, bravo, fantastique
Year 3	* Make links between some phoneme, rhymes and spellings and read aloud familiar words * Notice the spelling of familiar words * Recognise how sounds are represented in written form * Identify specific sounds, phonemes and words	* Write some familiar simple words accurately using a model (copy) * Write some familiar simple words from memory	* Communicate with others using simple words and phrases * Use the correct pronunciation in spoken work * Recognise question forms and negatives	* Link sounds to meanings * Recognise question forms and negatives * Identify specific sounds, phonemes and words	In context of greetings, alphabet, colours, numbers, pets, The Hungry Caterpillar & 'France' <u>Core structures:</u> Comment tu t'appelles? Comment t'appelles-tu? Je m'appelle... To recognise the core structure c'est Quel âge as-tu? and the response J'ai...ans Combien de ...? (How many ...?) 'Tu as...?'/ 'As-tu ?' and the response 'J'ai....., il/elle a... Listen to and identify phonemes 'on', 'i', 'eau' Il y a.... There is/there are..... Days of the week, Months of year Numbers to 20 Je mange, tu manges, Il/elle mange
Year 4	* Read and understand familiar words and short written phrases * Follow a short text while listening and	* Write some familiar words and phrases (noun & gender and adjectives) without help (from memory)	* Use question forms * Use phonic knowledge to support accurate pronunciation and to	* Listen to and identify words and short phrases * Communicate by answering a wider	In context of family and portraits, Jack and the Bean stalk (vegetables, life cycles, shopping), sports and free time. <u>Core structures:</u> Quelle est la date de ton anniversaire? Quelle

	<p>reading, saying some of the text</p> <ul style="list-style-type: none"> *Read a wider range of words, phrases and sentences aloud *Apply phonic knowledge to decode text *Recognise and apply simple agreements (e.g. gender, plural, singular) *Recognise negative statements *Recognise categories of words (e.g. colours) and word classes 	<ul style="list-style-type: none"> *Copying simple structures *Use question forms * Use phonic knowledge to support accurate pronunciation and to write simple words and phrases *Recognise and apply simple agreements (e.g. gender, plural, singular) 	<p>say simple words and phrases</p>	<p>range of questions</p> <ul style="list-style-type: none"> *Sort words according to sounds *Recognise negative statements *Recognise categories of words (e.g. colours) and word classes 	<p>est la date aujourd'hui?</p> <p>'Tu as...?'/ 'As-tu ?' 'J'ai....., il/elle a...'</p> <p>il / elle s'appelle , il / elle a ---- ans.</p> <p>'C'est,</p> <p>Il y a,' and 'Il n'y a pas de'.</p> <p>Je suis, Tu es..., Il/elle est</p> <p>Masculine, feminine, singular and plural</p> <p>'il/elle a' and 'il/elle est'</p> <p>Quel âge as-tu? J'ai...ans</p> <p>Tu aimes ...?J'aime, Je n'aime pas, J'adore</p> <p>Il/elle aime...</p> <p>C'est</p> <p>Je voudrais</p> <p>Je veux, tu veux, il/elle veut</p> <p>Je joue/tu joues, il/elle joue</p> <p>Je fais/tu fais/il/elle fait</p> <p>Listen to and identifying French phonemes</p> <p>Days of the week Months of year</p> <p>Numbers to 31</p> <p>Colour, size and some simple adjectives.</p> <p>simple awareness of position and agreement</p> <p>Je mange, tu manges, Il/elle mange</p> <p>Je vais/tu vas/il/elle va</p>
Year 5	<ul style="list-style-type: none"> *Read and understand some of the main points from a short text *Recognise typical conventions of word order and compare with English *Understand and use negative statements 	<ul style="list-style-type: none"> *Understand how a simple sentence is written *Write words, phrases and a few sentences using a model *Remembering simple structures and applying in new contexts *Joining simple sentences using et/mais 	<ul style="list-style-type: none"> *Communicate by asking a wider range of questions *Express simple opinions *Make a short presentation using a model *Develop accuracy in pronunciation and intonation * Manipulate 	<ul style="list-style-type: none"> *Pick out some of the main points from short spoken passages *Join in a short conversation *Understand simple opinions *Recognise typical conventions of word order and compare with English *Understand and use 	<p>In context of music likes/dislikes, animals, weather, Scène de plage and la ville.</p> <p><u>Core structures:</u></p> <p>J'aime, je n'aime pas, j'adore</p> <p>Je préfère ... /Je déteste ...</p> <p>Tu aimes...? Il/elle aime...</p> <p>Je suis Tu es... Il/elle est</p> <p>Il y a....</p> <p>Qu'est-ce que c'est ? c'est....</p> <p>Je voudrais,</p> <p>Je veux, tu veux, il/elle veut</p> <p>Listen to, identify & pronounce phonemes</p>

		<ul style="list-style-type: none"> * Manipulate language by changing a single element in a sentence * Understand and use negative statements * Apply knowledge of language rules and conventions when building short sentences * Use 1st, 2nd and 3rd person singular forms of familiar verbs. 	<ul style="list-style-type: none"> language by changing a single element in a sentence * Use repair strategies to keep a conversation going * Understand and use negative statements * Apply knowledge of language rules and conventions when building short sentences 	<ul style="list-style-type: none"> negative statements 	<ul style="list-style-type: none"> Numbers to 69 Quel temps fait-il? il est..../il fait Où est....? link two simple sentences using et, mais Months of year, Days of week Masculine, feminine, singular and plural Colour, size and some simple adjectives. basic awareness of position and agreement c'est and negative form ce n'est pas. J'ai, tu as..?, il/elle a... Je joue/tu joues, il/elle joue Je fais/tu fais/il/elle fait Je vais/tu vas/il/elle va (à/au/aux)
Year 6	<ul style="list-style-type: none"> * Read aloud with confidence, enjoyment & expression, in chorus or individually * Read & understand the main points & some detail from a short written passage * Identify different text types & read short, authentic texts for enjoyment or info. * Match sound to sentences & paragraphs * Notice & manipulate agreements * Apply knowledge of word order & sentence construction to support understanding of written text 	<ul style="list-style-type: none"> * Write several sentences from memory * Develop a short text using a model * Know how to use a bilingual dictionary to check their spelling & the gender * Notice & manipulate agreements * Use knowledge of words, text & structure to make meaning, using simple language * Apply knowledge of words & text conventions to build meaningful sentences & short texts * Use 1st, 2nd & 3rd person singular forms 	<ul style="list-style-type: none"> * Join in a short conversation * Give a clear presentation in a clear audible voice * Recognise the importance and significance of intonation * Notice and manipulate agreements * Use knowledge of words, text and structure to make meaning, using simple language 	<ul style="list-style-type: none"> * Listen to and understand the main points and some detail from a short spoken passage * Notice and manipulate agreements 	<ul style="list-style-type: none"> In the context of the café, planets and Little Red Riding Hood. <u>Core structures:</u> Numbers (at least) to 69 Masculine, feminine, singular and plural Listen to, identify & pronounce Fr. phonemes Colour, size and some simple adjectives awareness of position and agreement J'ai, tu as, as-tu..? il/elle a J'aime, Je n'aime pas Aimes-tu? Tu aimes..? Il/elle aime... Qu' est-ce c'est? Où est ? Je voudrais Je veux, tu veux, il/elle veut Je mange, tu manges, Il/elle mange Je n'ai pas de Quelle heure est-il? Il est une heure / deux heures... Je vais/tu vas/il/elle va + infinitive <u>Optional extras:</u> Je sais/tu sais/il/elle sait + infinitive

		of familiar verbs.			Je vois/tu vois/il/elle voit
Year 7 (G&T Y6)	<p>*Pupils show that they understand the main points & some of the detail in short written texts from familiar contexts.</p> <p>*When reading on their own, as well as using a bilingual dictionary or glossary, they begin to use context to work out the meaning of unfamiliar words.</p> <p>*They are generally confident in reading aloud, & in using reference materials.</p>	<p>*Pupils write short texts on familiar topics, adapting language that they have already learnt. *They draw largely on memorised language.</p> <p>*They begin to use their knowledge of grammar to adapt & substitute individual words & set phrases.</p> <p>*They begin to use dictionaries or glossaries to check words they have learnt & to look up unknown words.</p> <p>* Although there may be some mistakes, the meaning can be understood with little or no difficulty.</p>	<p>*Pupils take part in simple conversations, supported by visual or other cues, & express their opinions.</p> <p>*They begin to use their knowledge of grammar to adapt & substitute single words & phrases.</p> <p>*Their pronunciation is generally accurate & they show some consistency in their intonation.</p> <p>*They vary their language & sometimes produce more extended responses. *Although there may be some mistakes, pupils make themselves understood with little or no difficulty.</p>	<p>*Pupils show that they understand the main points & some of the detail from spoken passages made up of familiar language, from various contexts, in simple sentences.</p> <p>*They may need some items to be repeated.</p>	<p><u>Core structures:</u></p> <p>Numbers up to 100</p> <p>1st, 2nd, 3rd person singular & plural present tense of regular 'ir', 'er' & 're' verbs</p>

Language Learning Strategies (need to be on going through out all year groups):

*Use actions and rhymes and play games to aid memorisation *Remember rhyming words *Use the context of what they see/read to determine some of the meaning *Compare the language with English *Use mental associations to help remember words *Use context and previous knowledge to determine meaning and pronunciation *Sort words into categories *Use a dictionary to look up spellings *Ask for repetition and clarification *Use context and previous knowledge to help understanding *Look and listen for visual and aural clues *Use a dictionary or word list *Use language known in one context or topic in another context or topic *Ask for repetition or clarification *Listen for clues to meaning e.g. tone of voice or key words *Make predictions based on existing knowledge

The Key Stage 2 Framework for Languages (2005) was used to inform the content of this document.