| French | | | | Year 8 | |

| GFS Assessment Level | Assessment Criteria | | | |
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| | Reading | Listening | Speaking | Writing |
| M2 | • I can understand longer texts which may contain some unpredictable elements – these may include different time frames and a range of structures<br>• I can understand and draw inference from some unfamiliar language, using context and surrounding language, and translate suitable extracts into French<br>• I am able to decide between several possible meanings for translation purposes with overall success | • I can understand longer passages or dialogues spoken clearly at near-normal speed in French, the passages cover a range of topics, unfamiliar languages, and some complex sentences. The language is spoken at near normal speed and I need little repetition. | • I can answer unprepared questions, can initiate and develop conversations, discuss matters of various topics.<br>• I can improvise and paraphrase.<br>• My pronunciation and intonation are good and my language accurate. | • I can write extended pieces (several paragraphs) drawing on a greater variety of topic areas clearly and coherently.<br>• I am able to write using more complex sentences<br>• I can translate a paragraph into French, drawing on language from previous topic areas.<br>• I can form the correct tense with learnt and researched language.<br>• The meaning is generally clear |
| M1 | • I can understand longer texts that cover a range of imaginative factual material that contains some complex sentences and unfamiliar language.<br>• I can cope with some unfamiliar language, different time frames | • I can understand longer passages in a variety of time frames that includes familiar languages in unfamiliar contexts.<br>• I can identify and note the main points and specific details. | • I can take part in multi-exchange conversations and discussions.<br>• I can construct responses independently, using a variety of | • I can write articles or stories of various lengths conveying opinions and views.<br>• I can write about real and imaginary subjects and use an appropriate register. |

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| | • I can use context to figure out the overall meaning<br>• I can translate longer and more complex phrases into French<br>• I can understand and translate more complex grammar. | • I need little repetition. | vocabulary and structures<br>• My pronunciation is consistently good when reading aloud, including unfamiliar language<br>• I may sometimes hesitate but this does not affect the flow of a conversation<br>• I can use more complex grammar. | • I can link sentences and paragraphs, structures and ideas and adapt previously learnt language from own purposes.<br>• I can edit and redraft my work, using reference sources to improve my accuracy, precision and variety of expression. |
| S3 | • I can understand the longer texts and recognise people's point of view as well as 3 time frames.<br>• I can use new vocabulary and structures found in my reading to respond in speech or writing.<br>• I can refer materials while these are helpful | • I can understand passages or dialogues which may include several topics, in a variety of different time frames, but are delivered clearly and at slower than normal native speaker speed. | • I can give a short prepared talk expressing opinions and answering simple questions about it.<br>• I can take part in conversations using a variety of structures and producing more detailed or extended responses.<br>• I can apply my knowledge of grammar in new contexts.<br>• Although I may be hesitant at times, I can make myself understand with increasing confidence. | • I can write learned paragraphs from memory<br>• I begin to manipulate language structures encountered in the lesson, and combine those with new elements to produce new meanings.<br>• I begin to translate longer passages with almost accuracy. |

| | Reading | Listening | Speaking | Writing |
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| S2 | • I can understand the main points and opinions in written texts including present, past or future events.<br>• My independent reading includes authentic materials.<br>• I am confident in reading aloud and in using reference materials | • I can understand the main points and opinions in spoken passages made up of familiar material from various contexts, including present and past or future events.<br>• I may need some repetition and the pace is slower than normal native speaker speed, containing predictable information | • I can interact with familiar topics covered, although I may be hesitant at times.<br>• I can make myself understood in straightforward interactions<br>• My pronunciation is good but I sometimes still hesitate which may sometimes hinder the overall flow of conversation.<br>• I can understand more complex grammar | • I can write texts giving and seeking information and opinions.<br>• I can use direct descriptive language and a variety of structures and grammar in new contexts.<br>• Although there may be a few mistakes but the meaning is clear. |
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| S1 | • I can understand a range of texts containing predictable information<br>• I can understand 3 time frames (present, past and future)<br>• I can pick out and translate short passages into French with some teacher input.<br>• I can understand text with occasional complex structures. | • I can understand the main points and some of the detail from spoken passages made up of familiar language in simple sentences.<br>• I am beginning to require less repetition | • I can use key high-frequency verb forms with a combination of different question words to produce new questions.<br>• I can develop simple conversations using 2 / 3 time frames.<br>• I can read phrases and short texts aloud, slowly and carefully, with overall accurate pronunciation<br>• I may still show signs of hesitation but this does not hinder the conversation | • I can write short texts on familiar topics adapting language that I have already learnt.<br>• I draw can largely on mentioned language.<br>• I can use my knowledge of grammar to adapt and substitute individual words and set phrases.<br>• I use dictionaries or glossaries in my work. |

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| **D2** | • I can understand the main details in short factual texts on a few familiar topics with predictable information contained in simple sentences with mostly familiar language.<br>• I am able to translate short phrases in to French with more ease<br>• I am able to spot new words introduced into a short text made up of familiar material and use the surrounding words to guess their meaning | • I can understand the main points in a short passage or dialogue on a few familiar topics in simple sentences, spoken slowly and clearly.<br>• I may need some items to be repeated | • I can ask and answer pre-learned, memorised questions.<br>• I can express justified opinions<br>• I can understand reference to 2/ 3 time frames.<br>• I can adapt familiar question forms to vary questions, with some hesitation which interrupts flow<br>• I am able to pronounce known language well. | • I can write short texts on familiar topics adapting language that I have already learnt.<br>• I draw can largely on mentioned language.<br>• I can use my knowledge of grammar to adapt and substitute individual words and set phrases.<br>• I use dictionaries or glossaries in my work. |
| **D1** | • I can understand a short text made up of short sentences with familiar language on a familiar topic.<br>• I can translate short phrases that have been taught into French with input from my teacher<br>• I can recognise and use the main dictionary codes for nouns and can find the meanings of new nouns.<br>• I understand that there may be more than one entry for each word<br>• I can translate one or two basic phrases that have been taught into French | • I can understand the main points from short spoken passages made up of familiar language, spoken slowly and clearly.<br>• I can identify and note personal responses.<br>• I may need some sections to be repeated | • I can ask and answer simple questions and talk about my interests.<br>• I can take part in brief prepared tasks using visual and other clues to help me initiate and respond.<br>• I can use short phrases to express personal responses.<br>• Although I use mainly memorised language, I occasionally substitute items of vocabulary to vary | • I can write short texts on familiar topics adapting language that I have already learnt.<br>• I draw can largely on mentioned language.<br>• I can use my knowledge of grammar to adapt and substitute individual words and set phrases.<br>• I use dictionaries or glossaries in my work. |

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| | | | questions and statements | |
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| E2 | • I can understand the main points and personal responses in short written texts in clear printed script made up of familiar language in simple sentences.<br>• I can read independently selecting simple texts and using a bilingual dictionary or glossary to look up new words | • I can understand the main points of a short spoken passage made up of a familiar words and phrases, delivered slowly and clearly.<br>• I can understand basic opinions.<br>• More often than not I will need to ask for repetition to understand things | • I can prepare, rehearse and perform short sentences in a simple conversation.<br>• I can use the present<br>• I may still not understand how to form questions / answers independently<br>• I can produce short pre-prepared phrases on a familiar topic with some accurate pronunciation | • I can write short texts on familiar topics adapting language that I have already learnt.<br>• I can draw largely on mentioned language.<br>• I can begin to use my knowledge of grammar to adapt and substitute individual words and set phrases. I begin to use dictionaries or glossaries to check words I have learnt |
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| E1 | • I can understand very short texts made up of short sentences | • I can understand a few familiar spoken words and short phrases, spoken very slowly and clearly.<br>• I can follow along and repeat key words from a passage or dialogue.<br>• I always need to ask for things to be repeated to understand | • I can use short phrases to express personal responses | • I can write few short sentences with support using expressions that I have already learnt. |
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