	French KS3 Assessment Framework  Beginning Working Towards Expected Exceeding Excelling				
	Grade 1	Grade 2-3	Grade 4-5	Grade 6-7	Grade 8-9
	I can:	I can:	I can:	I can:	I can:
			, cam		
	Listening:	Listening:	Listening:	Listening:	Listening:
	*understand the main points of short spoken	*understand the main points of spoken	*understand the main points and opinions in	*identify the main points and more details in	*identify the main points and specific deta
	passages and note people's answers to questions.	passages and some of the detail.	spoken passages about different topics.	spoken passages about several topics.	spoken passages about a variety of top
		, ,			
	*follow along and repeat some words from a	*follow along and understand several key words	*answer simple comprehension questions with	*answer more complex questions with reference	*answer confidently detailed questions in
		from a passage or dialogue in more than one time		to the past, present and future tenses.	time-frames.
		frame.			
	*1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 -	*Lucillus and an and the cold for this and the	**************************************	***************************************	***************************************
	*I always need to ask for things to be repeated to understand	*I will regularly need to ask for things to be repeated to understand.	*transcribe key words or short sentences in in past, present and future	*transcribe short and more complex sentences in three time-frames.	*transcribe short paragraphs in three ti frames
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			*I may need to ask for things to be repeated from	* I am beginning to require less repetition.	*Passages may include a range of struct
			time to time		including several time frames, and vocal from several familar topics and some aut
					texts.
	Speaking	Speaking	Speaking	Speaking	Speaking
	Speaking: *ask and answer simple pre-learned questions from	Speaking: *rehearse and perform short sentences	Speaking: *ask and answer pre-learned, memorised questions	Speaking: *give short talks in which Leypress my oninions	Speaking: *interact confidently with familiar topi
	memory.	in a simple conversation.	in three tenses.	give short taiks, in which rexpress my opinions.	longer conversations.
		a simple conversation.	in times tensesi		ionger conversations.
	*be often be restricted to a couple of topics	*use use I 'je' form of a few verbs in the present	*adapt models successfully to give	*develop conversations confidently and clearly	*express and explain my opinions with o
	covered in class.	tense.	justified opinions.	with a variety of topics.	
	*repeat familiar words and phrases	*produce short pre-prepared phrases on a	*produce some short sentences independently in		
	but my pronunciation is not always	familiar topic with more accurate pronunciation.	three time-frames with overall good pronunciation.		*speak spontaneously by asking unexp questions and adding more detail to
	understandable.				answers.
				*My pronunciation is good and overall accurate,	*speak in detail in past, present and fu
				but I sometimes still hesitate which may	tenses.
				sometimes hinder the overall flow of	
uge				conversation.	
					*NA. propunciation is accurate and I rea
					*My pronunciation is accurate and I ra hesitate.
	Panding.	Panding:	Panding.	Doodings	Dooding.
	Reading:  *pick out some points and opinions in a sentence	Reading: *pick out the main points and opinions in a series	Reading:  *understand the main points and opinions in a	Reading:  *understand the main points, opinions, reasons	Reading: *understand longer texts containin
	using familiar language.	of related sentences using familiar language.	sequence of related sentences using familiar	and detail in a range of short texts (including	predictable information; including three
			language in past, present and future tenses.	poems and songs) in three time-frames.	frames, and vocabulary from several fa
					topics.
	*use a vocabulary list to locate and understand specific words.	*use a vocabulary list to locate and understand a range of words.	*correct responses are likely to include true/false statements, multiple choice, table competition, gap-	*use a bilingual dictionary or glossary to look up unfamiliar words.	*use a bilingual dictionary or glossary to up unfamiliar words.
	specific words.	range of words.	fill or question.	diffallifilat words.	up umammar words.
	*translate individual words that have been taught	*translate a few words as taught phrases into		*figure out the meaning from context or the	*pick out and translate longer phrases
	into French.	French.		surrounding language of some unfamiliar	French with ease.
				language in more challenging texts.	
					*understand, translate and adapt mo
					complex structures.
					*figure out the meaning from context of
					surrounding language of some unfam language in more challenging texts
					language in more chancinging texts
	Writing:	Writing:	Writing:	Writing:	Writing:
	*write a few words in French with help, giving	*write a short paragraph using at least	*write a short paragraph using past,	*write a longer paragraph in the past,	*write at least two paragraphs
	information and simple opinions.	two time-frames with help, giving	present and future using language from	present an future tenses	range of contexts, in the past, pr
		information and simple opinions.	memory.		and future tenses about a varie
					topics with good accuracy.
	*write some words from memory, but spelling	*write sentences from memory with	*give detailed opinions and use a range of	stgive information and detailed opinions	*give information and detaile
	might not always be accurate	understandable spelling.	connectives.	and reasons.	opinions and reasons.
			*translate a short text, from French to English	*translate longer complex passages from	*translate longer complex passages
	•				Do not be in piece pubbuses
			and English to French.	French to English and English to French with	