

	Beginning	Developing	Secure	Extending	Exceptional
Listening	I can understand familiar words and phrases, spoken clearly and repeated if necessary.	I can understand a range of familiar phrases and opinions, spoken clearly.	I can understand main points and opinions from short passages using familiar vocabulary, and common verbs.	I can understand main points, opinions and some details in short passages which include reference to either the present or the future.	I can understand a range of short passages which include opinions with basic reasons, details and reference to two timeframes.
Speaking	I can say single words and short phrases with support. I can imitate a model of correct pronunciation and intonation.	I can answer simple questions. I can give basic information and opinions, using familiar vocabulary. I am beginning to show awareness of sound patterns.	I can answer simple questions. I can exchange simple opinions. I can take part in brief dialogues, using short phrases referring to the present.	I can take part in simple conversations, referring to one time frame. I can exchange opinions and give simple reasons. I can give information in short dialogues using familiar language.	I can take part in short conversations on a range of topics, describing, informing, expressing opinions and giving reasons. I can refer to two timeframes. I am using increasingly accurate pronunciation and intonation.
Reading	I can understand a range of familiar written phrases and opinions. I can match sound to print by reading aloud words and phrases.	I can understand main points and opinions in short texts using familiar language. I can translate familiar words and short phrases into English.	I can understand main points, opinions, overall message and some detail in short written texts, referring to the present or future. I can understand short texts written for target-language learners. I can translate simple sentences containing familiar vocabulary and grammar into English.	I can understand main points, opinions, overall message and some detail in short written texts, referring to the present and future. I am starting to understand short authentic texts. I can translate simple sentences containing familiar vocabulary and grammar into English.	I can understand a range of short and longer texts which include opinions and refer to the present and future tenses. I can use processes to work out meaning in short authentic texts. I can translate longer sentences into English, showing awareness of familiar grammar, especially tenses.
Writing	I can label items and complete short phrases or sentences.	I can write a few short sentences with support, giving basic information and using the present tense of frequently-used verbs. I can write some familiar words from memory. My spelling and accents may not always be accurate, but the meaning is clear.	I can write several short sentences with support to give information and express simple opinions. I can translate familiar words and short phrases into the target language. I am generally accurate in using straightforward language and the meaning is clear, but there may be major errors with verbs.	I can write short texts using mainly memorised language, referring to the present or the near future. I can express opinions and give simple reasons. I can translate simple sentences containing familiar words and structures into the target language. I am generally accurate in using straightforward language but there may be errors with verbs.	I can write short texts giving and seeking information and opinions, referring to the present tense and the near future tense. I can translate longer sentences into the target language. I am mostly accurate and the meaning is clear, but I make some minor errors with gender and agreements and some errors with verbs and tenses.
Grammar	I understand that all French nouns are masculine or feminine, singular or plural. I can choose the correct article to match the noun. With support, I can create understandable simple sentences using 'avoir' and 'être' in the 'je' form with simple nouns or regular adjectives.	Beginning + I understand how to use adjectives in French making sure that they are correctly placed.	Developing + I understand how to make my adjectives agree with my nouns. I can use the present tense using regular -er verbs in the 'je' form.	Secure+ I can use the present tense of regular er verbs in all forms. I can form the near future tense in the 'je' form using the verb 'aller'	Extending+ I can create sentences in the near future tense using all forms of the verb. I can use all forms of the verb 'être' and 'avoir'.

	Beginning	Developing	Secure	Extending	Exceptional
Listening	I can understand main points and opinions from short passages using familiar vocabulary, and common verbs.	I can understand main points, opinions and some details in short passages which include reference to either the present or the future.	I can understand a range of short passages which include opinions with basic reasons, details and reference to two timeframes.	I can understand longer passages which include opinions with reasons, a range of basic grammatical structures with reference to the three timeframes.	I can deduce meaning or understand the gist of a range of passages using three time frames, some unfamiliar vocabulary and justified opinions.
Speaking	I can answer simple questions. I can exchange simple opinions.	I can take part in simple conversations, referring to one time frame. I can exchange opinions and give simple reasons.	I can take part in short conversations on previously studied topics, expressing opinions and giving reasons. I can refer to two timeframes. I am using increasingly accurate pronunciation and intonation.	I can take part in conversations, expressing opinions and giving reasons and referring to three time frames. I can ask at least one question. I can use a range of common vocabulary. I am using increasingly accurate pronunciation and intonation.	I am beginning to develop conversations and narrate events. I can use a range of common vocabulary and some common grammatical structures referring to three time frames. I can ask questions. I am using increasingly accurate pronunciation and intonation.
Reading	I can understand main points, opinions, overall message and some detail in short written texts, referring to the present or future. I can understand short texts written for target-language learners. I can translate simple sentences containing familiar vocabulary and grammar into English.	I can understand main points, opinions, overall message and some detail in short written texts, referring to the present and future. I am starting to understand short authentic texts. I can translate simple sentences containing familiar vocabulary and grammar into English.	I can understand a range of short and longer texts which include opinions and refer to the present and future tenses. I can use processes to work out meaning in short authentic texts. I can translate longer sentences into English, showing awareness of familiar grammar, especially the present and future tenses.	I can understand a range of short and longer texts which include opinions and refer to three time frames. I am starting to read short authentic texts. I can translate short passages containing three tenses into English.	I can understand key points in a range of texts, which include three time frames, opinions. I am resilient in working out some less familiar vocabulary and more complex grammatical structures. I can use processes to work out meaning in a variety of short authentic texts. I can translate short passages, containing occasional more complex grammatical structures into English with increasing accuracy.
Writing	I can write several short sentences with support to give information and express simple opinions. I can translate familiar words and short phrases into the target language. I am generally accurate in using straightforward language and the meaning is clear, but there may be major errors with verbs and adjectives.	I can write short texts using mainly memorised language, referring to the present or the near future. I can express opinions and give simple reasons. I can translate simple sentences containing familiar words and structures into the target language. I am generally accurate in using straightforward language but there may be errors with verbs and adjectival agreement.	I can write short texts giving information and opinions, referring to the present tense and the near future tense. I can translate longer sentences into the target language. I am mostly accurate and the meaning is clear, but I make some minor errors with gender and agreements and some errors with verbs and tenses.	I can write short texts, giving information and opinions and referring to three timeframes. I can translate longer sentences containing linked ideas into the target language. I am mostly accurate and the meaning is clear, but make some minor errors (e.g. spellings, genders, agreements) and an occasional major error (e.g. with verbs and tenses).	I am beginning to write longer texts, giving descriptions, narrations and personal opinions with some justification, referring to three time frames. I can translate longer sentences containing linked ideas into the target language. I am mostly accurate and the meaning is clear, but I make some minor errors (e.g. spellings, genders, agreements) and some errors with more complex structures.
Grammar	I understand that all French nouns are masculine or feminine, singular or plural. I can choose the correct article to match the noun. I can create understandable simple sentences using 'avoir' and 'être' and common 'er' verbs in the present tense 'je' form with simple nouns or regular adjectives.	Beginning + I can use the 'il', 'elle' form of avoir, être common regular 'er' verbs. With support, I can create the future tense with 'aller'.	Developing + I can recognise the grammatical difference between, and correctly use, the present tense (with er verbs) and the future tense (using aller).	Secure+ I can recognise and use the past tense or regular 'er' verbs.	Extending+ I am starting to be able to recognise and use the conditional tense in the 'je' with regular er verbs. I am starting to use more complex structures such as: si j'avais le choix, au lieu de and après avoir.