



SVC French Learning Pathway - Year 7



LP	Listening and responding	Speaking and production	Reading and Responding	Writing/ from memory / creatively/ with support or direction
8-9	<p>Students can understand a range of longer and complex spoken passages set in a variety of contexts, which contain a range of structures studied and some unfamiliar language.</p> <p>Students can pick out the main details from spoken passages and answer questions about them in French and English.</p> <p>Students can understand another tense.</p>	<p>Students can speak independently with lots of different vocab and sentence types, which are beginning to include challenging connectives.</p> <p>They are very confident with topics they know well, and can speak about them fluently.</p> <p>Students can combine language they have learned from all the topics they have studied.</p> <p>Students can adapt new language and make new sentences / paragraphs with it.</p> <p>Students can use language, fairly accurately, from independent study, from different sources like dictionaries and texts.</p> <p>Students can be accurate with familiar language, but may make mistakes when trying out new things for the first time.</p> <p>Students can use another tense with confidence even though one or 2 minor mistakes may occur.</p>	<p>Students can understand a range of longer and complex texts in different genres which contain a range of structures and some unfamiliar language.</p> <p>Students can pick out the main details from texts and answer questions about them in French and English.</p> <p>Students can understand another tense.</p> <p>Students can translate short paragraphs accurately into English.</p>	<p>Students can write texts made up of several paragraphs from memory, which may include vocabulary from other topics studied.</p> <p>Their texts include opinions and reasons introduced by expected - sometimes - challenging connectives.</p> <p>Students can also ask questions using <i>the tu/ vous forms</i> .</p> <p>Their sentences in French show that They are aware of French word order and adjective endings as well as different ways of expressing theirself in French which may be different to English idiomatic speak.</p> <p>Students can manipulate structures to create new sentences accurately, making the French their own not a repeated paragraph from a worksheet or textbook.</p> <p>Students can use the present tense creatively and independently and can use another tense with confidence and accuracy.</p> <p>Students can translate short paragraphs into French that include different grammatical structures even though they may be minor mistakes,</p>
6-7	<p>Students can understand longer and more complex spoken passages set in a variety of contexts, which include a variety of structures.</p> <p>Students can guess what new words mean from the context.</p> <p>Students can pick out the main details from longer spoken passages and answer questions about them in French and English.</p> <p>They are beginning to understand spoken French which refers to another time frame.</p>	<p>In their spoken language, they try to combine new words with language they have already learnt from other topics.</p> <p>Students can ask and answer questions and give opinions and reasons with connectives.</p> <p>Students can speak without hesitating very much and can keep a conversation going.</p> <p>Students can try to answer questions they have not prepared for.</p> <p>They attempt to use another tense.</p>	<p>Students can understand longer and more complex texts</p> <p>Students can guess what new words mean from the context.</p> <p>Students can pick out the main details from texts in different genres and answer questions about them in French and English.</p> <p>Students can translate short paragraphs mostly accurately into English.</p> <p>They are beginning to understand another tense.</p>	<p>Students can now write at least 2 to 3 short paragraphs from memory with a good degree of spelling and grammatical accuracy.</p> <p>Students can write accurately in the present tense using <i>je</i></p> <p>Students can also use some other personal pronouns, e.g. <i>il/elle/nous/ils/elles</i> fairly accurately.</p> <p>They are starting to express their own ideas and opinions regularly and with a growing degree of confidence using connectives.</p> <p>They build up on previous knowledge to create new and interesting sentences adding recently learnt vocabulary and expressions and grammatical ideas and may try to use another tense. They are beginning to experiment with language.</p> <p>Sometimes they may choose to use a dictionary to add new language fairly successfully.</p> <p>Students can translate fairly accurately & correctly at least 4 sentences into Fr.</p>
4-5	<p>Students can understand a range of short passages set in a variety of contexts.</p> <p>Students can pick out the main details from short spoken passages in different accents and spoken by native speakers, and</p> <p>Students answer questions about them using language clues to help me.</p>	<p>Students can say several sentences at a time, without notes, and with good pronunciation.</p> <p>Students can add opinions to what they say, sometimes using simple connectives.</p> <p>Students can adapt known sentences to give new information, and may bring in some language from other topics.</p> <p>They try to say what other people do, but they might make mistakes.</p> <p>Students can use the present tense fairly accurately.</p> <p>Students can ask very simple questions which they have heard repeatedly in class on familiar topics.</p>	<p>Students can understand different types of short texts.</p> <p>Students can guess what some new words mean from the context.</p> <p>Students can pick out the main details from a variety of texts and genres and answer questions about them.</p> <p>Students can translate sentences mostly accurately into English.</p>	<p>Students can write sentences from memory using familiar vocabulary from a topic just studied.</p> <p>Their spelling is generally good now with few spelling errors.</p> <p>Students can write sentences with a verb in the correct tense using at least the <i>je</i> form. They may not be 100% grammatically accurate when writing about other people.</p> <p>Students can use verbs in the present fairly accurately.</p> <p>Students can translate short phrases into Fr made up of language recently learnt and it is mostly accurate.</p> <p>Students can express some opinions, sometimes using simple connectives.</p> <p>Students can write their own individual sentences by changing certain words/ elements from a model sentence.</p>
2-3	<p>Students can understand a range of spoken phrases from the topic.</p> <p>Students can understand the main points of spoken sentences and answer simple questions about them.</p>	<p>Students can say simple sentences without notes about what they already know.</p> <p>Their pronunciation is not bad.</p> <p>Students can take part in a short conversation on a topic they know well.</p>	<p>Students can understand a range of written phrases.</p> <p>Students can translate some words and short phrases into English fairly accurately.</p>	<p>Students can write some words and phrases in Fr from memory.</p> <p>Their spelling is fairly good.</p> <p>Students can translate some words and short phrases into French <i>made up of language recently learnt</i> and it is quite accurate.</p>
0-1	<p>Students can understand some spoken words and short phrases from the topic.</p>	<p>Students can repeat what other people say with understandable pronunciation.</p> <p>Students can say words and short phrases from memory and their accent is understandable.</p>	<p>Students can understand some written words and short phrases from the topic.</p> <p>Students can translate some words and short phrases into English but with some mistakes still allowed.</p>	<p>Students can write some words from memory on the current topic.</p> <p>Their spelling is understandable and at least close to correct.</p> <p>Students can translate some words into Fr made up of language recently learnt.</p>