



SVC French Learning Pathway - Year 9



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 tenses and structures 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 speak independently with lots of <i>different vocab and sentence types</i>, which include complex, higher level structures as well as at least 3 different tenses accurately, perhaps a 4th tentatively.</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 understand a range of longer and complex texts in different genres which contain a range of tenses and 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 translate short paragraphs accurately into English.</p>	<p>Students can write texts made up of several paragraphs from memory, including vocabulary from various topics studied at KS3.</p> <p>Their texts include facts, ideas, points of view, comparisons, opinions and reasons as well as justifications.</p> <p>Students can also ask questions using the tu/ vous forms.</p> <p>Their sentences in French show that they are aware of French word order and the different ways of expressing their self 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 a variety of tenses creatively and independently to exemplify ideas and recount or narrate events.</p> <p>Their sentences include complex, higher level structures as well as more challenging items of vocabulary.</p> <p>Students can translate short paragraphs on a variety of topics into French that include different grammatical structures and tenses, building up on all their KS3 knowledge</p>
6-7	<p>Students can understand longer and more complex spoken passages set in a variety of contexts, which include several tenses and 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>In their spoken language, Students can combine new words with language They have already learnt from other topics.</p> <p>Students can ask and answer questions and give plenty of opinions and reasons in different ways. They are beginning to use justifications.</p> <p>Students can speak without hesitating very much and can keep a conversation going.</p> <p>Students can use several tenses and speak without notes, but sometimes they make mistakes and may need to pause to reflect.</p> <p>Students can try to answer questions they haven't prepared for.</p>	<p>Students can understand longer and more complex texts which include several tenses.</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>Students can now write at least 2 to 3 paragraphs from memory with a good degree of spelling and grammatical accuracy.</p> <p>Students can write accurately in 3 tenses using <i>je</i>.</p> <p>Students can also use some other personal pronouns, e.g. il/elle/nous/ils/elles.</p> <p>They are starting to express their own ideas and opinions regularly and with a growing degree of confidence with more complex connectives and specialised items of vocab.</p> <p>Their sentences contain more sophisticated ideas and justifications and they follow on logically from one another.</p> <p>They build up on previous knowledge to create new and interesting sentences adding recently learnt vocabulary and expressions and grammatical ideas.</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 that may include recently learnt as well as past grammatical structures, tenses & vocab.</p>
4-5	<p>Students can understand a range of short passages set in a variety of contexts, which includes at least 2 tenses.</p> <p>Students can pick out the main details from short spoken passages in different accents and spoken by native speakers, and they answer questions about them using gist 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 and reasons to what they say, using connectives.</p> <p>Students can adapt known sentences to give new information, and can bring in some language from other topics.</p> <p>Students can say what other people do, but they might make mistakes.</p> <p>Students can use at least 2 tenses. Their sentences are accurate.</p> <p>Students can ask simple questions.</p>	<p>Students can understand different types of short texts, which include at least 2 tenses.</p> <p>Students can guess what 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 short paragraphs from memory using a variety of structures made up of familiar vocabulary from a topic just studied.</p> <p>Their spelling is very good 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 at least 2 tenses fairly accurately.</p> <p>Students can translate directly into French at least rote learnt sentences/ phrases/ idiomatic structures with a minimum of spelling mistakes but grammatically sound and with all the words in the correct place. THEY are beginning to comfortably attempt translation with structures and vocabulary which they may find more challenging and experiencing success. (Students can translate short phrases into Fr made up of language recently learnt and it is mostly accurate.)</p> <p>Students can express explicit – at times implicit – opinions and reasons with simple and expected connectives, and with regular – at times slightly challenging – items of vocabulary.</p>
2-3	<p>Students can understand a range of spoken phrases from the topic.</p> <p>Students can understand the main points of a short spoken passage 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>They have a go at asking questions which are sometimes understood.</p>	<p>Students can understand a range of written phrases.</p> <p>Students can guess what some new words mean from the context.</p> <p>Students can translate short sentences into English fairly accurately.</p>	<p>Students can write words, phrases and short simple sentences in Fr from memory.</p> <p>Their spelling is good.</p> <p>Students can write their own individual sentences by changing certain words/ elements from a model sentence.</p> <p>Students can translate short phrases into Fr made up of language recently learnt and it is quite to mostly accurate.</p> <p>Students can use verbs correctly in the present tense; some other tenses most make guest appearances but they are mainly used like new items of vocabulary.</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 accurately.</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 fairly good.</p> <p>Students can change some words in a sentence to create a new and difference sentence.</p>