

# French Assessment

<b>Year 3 Key Assessment Opportunities</b>		
<p><b>Listening</b></p> <p>Identify familiar words in songs, poems and stories</p> <p>Throughout the year play the game <i>Montrez-Moi</i> as a whole class activity. Children are given a set of cards, they show their understanding by holding up the correct card that is called out.</p> <p>Play <i>Jacques a dit</i> using instructions such as sit down, stand up, jump etc</p> <p>Ask children to give an action when they hear certain words</p>	<p><b>Speaking/ Phonics and Pronunciation</b></p> <p><i>Trouvez un partenaire.</i> Children walk round the room, stop, find a partner, ask and answer questions</p> <p>Perform little plays with the vocabulary they have learnt – listen for correct pronunciation</p> <p>Ask and answer – age, where live, birthday</p> <p>Using cards, ask and answer questions e.g. Aimes – tu...?</p>	<p><b>Reading</b></p> <p>Children given text, hold up picture, children choose correct text</p> <p><i>Dictée à pied</i>, in teams, run to poster, read the script, write the words, next person goes.</p> <p>Give simple descriptions – underline colour words in correct colour</p> <p>Give song or play, divide into groups, children chorus parts</p> <p>Strips of paper with sentences, cut up, children put in correct order</p>
<p><b>Writing</b></p> <p>Complete a simple gapped text by adding 3 or 4 familiar words</p> <p>Write 2 or 3 sentences using a writing frame.</p> <p>Write familiar words from memory</p>	<p><b>Grammar</b></p> <p>Write simple sentences using a model and word bank, selecting correct indefinite article and placing adjective of colour after the noun</p> <p>Begin to use the negative</p>	<p><b>Intercultural Understanding</b></p> <p>Explain the different climates that can be found in France</p> <p>Name the capital of France and the surrounding countries</p> <p>Explain how French people greet one another compared to British people</p> <p>Know and recite common songs, story refrains</p>

<b>Year 4 Key Assessment Opportunities</b>		
<p><b>Listening</b></p> <p>Choose a poem or song which practises a phoneme, word or phrase children have learnt. Keep a tally every time they hear it.</p> <p>Show me, listen to word and show correct picture</p> <p>Dictation for children to write down words</p> <p>Listen up to three simple sentences using familiar vocabulary and answer questions in English</p>	<p><b>Speaking/ Phonics and Pronunciation</b></p> <p>Children draw their monster and describe it to a partner.</p> <p>In pairs present a short play using phrases they have learnt – greetings, questions about age, weather etc.</p> <p>Count up to 31</p> <p>Count up in tens to 100</p> <p>Express preferences about what they like</p>	<p><b>Reading</b></p> <p><i>Pass the word parcel.</i> When music stops read word and perform an action to show understand meaning.</p> <p><i>Dictée à pied</i>, in teams, run to poster, read the script, write the words, next person goes.</p> <p>Give children short text – ask children to extract simple information.</p> <p>Strips of paper with sentences, cut up, children put in correct order</p> <p>Read story, children have cut out phrases, when hear phrase wave it in the air</p>
<p><b>Writing</b></p> <p>Create own pieces of writing using a writing frame.</p> <p>Write familiar words from memory</p> <p>Write a mini book using vocabulary sheets</p> <p>Invent own stories</p>	<p><b>Grammar</b></p> <p>Game - matching correct use of le and la to nouns</p> <p>Order word cards to make a sentence which includes an adjective</p> <p>Make longest sentence that is grammatically correct using crib sheets</p>	<p><b>Intercultural Understanding</b></p> <p>Give details about the Tour de France</p> <p>Explain why Bastille Day is celebrated every year on the 14<sup>th</sup> July</p>

<b>Year 5 Key Assessment Opportunities</b>		
<p><b>Listening</b></p> <p>Teacher reads or plays a recording of a text containing some familiar and unfamiliar vocabulary. Children select pictures and put them in correct order or answer questions in English and French</p> <p>Drawing a sketch of what they hear</p> <p>Dictation</p>	<p><b>Speaking/ Phonics and Pronunciation</b></p> <p>Children choose pictures and give basic information including an opinion</p> <p>Ask and answer up to six familiar questions</p> <p>Answer questions in English and French</p> <p>Work in pairs to develop their conversational skills. Other members of the class give 2 stars and a wish to feedback</p> <p>In pairs, take turns to choose a word and other child writes it down, check spelling.</p> <p>Recite a short poem with confidence</p> <p>Role play</p> <p>Understand and use transactional language e.g. in a cafe</p>	<p><b>Reading</b></p> <p>Work in pairs on a text, 80 – 100 words. Summarise it's meaning.</p> <p>Complete a fact file in English recording key information from a text 80 – 100 words</p> <p>Read poems with expression and understanding</p>
<p><b>Writing</b></p> <p>Create own pieces of writing.</p> <p>Write familiar words from memory</p> <p>Write a mini book using vocabulary sheets</p> <p>Invent own stories</p> <p>Give a description e.g. of a town and geographical features</p>	<p><b>Grammar</b></p> <p>Express the opposite opinion from sentences</p> <p>Adjective and conjunctions sentences</p> <p>Make longest sentence that is grammatically correct using crib sheets</p> <p>Make human sentences</p> <p>Match nouns to correct adjective</p>	<p><b>Intercultural Understanding</b></p> <p>Explain the similarities and differences between shopping in France and Britain</p> <p>Name other countries where French is spoken</p> <p>Fact file on a Francophone country</p>

<b>Year 6 Key Assessment Opportunities</b>		
<p><b>Listening</b></p> <p>Children listen to a conversation between two people and extract information to show understanding. This could be in response to questions, a fact file to complete, true or false statements (all in English). Children should be listening to texts read by people other than their teacher</p> <p>Children listen to a new story containing familiar language and extract information to show understanding</p> <p>Dictation using large numbers</p> <p>Understand a wide range of classroom instructions such as Please get into groups of 6. Find a partner to work with. Clear up your things. Can someone on each table collect the cards/books etc.</p>	<p><b>Speaking/ Phonics and Pronunciation</b></p> <p>Children work in small groups and plan a role-play e.g. buying clothes in a shop, meeting up with friends on a playground. Practise and prepare their role-play for a performance to the class. Other class members give feedback.</p> <p>Children prepare individual presentations. They express opinions and use statements that make reference to the past. They film their presentations and use self-assessment strategies to recognise progress and make suggestions for improvement.</p> <p>Children re-tell, from memory, part of a story.</p> <p>Encourage children to use a range of questions and statements in languages lessons spontaneously to seek help and clarification. For example How is that written in French? I don't understand. Can you repeat that? Can you speak more loudly/slowly?</p> <p>Children work in pairs. They each have a grid to record what their partner will do to save the planet. They complete their grid by asking their partner e.g. What did you do on Monday? They listen to the reply and draw a picture on their grid.</p>	<p><b>Reading</b></p> <p>Children read aloud an extract (a paragraph of up to 6 lines) from a new story or non-fiction text containing familiar language. Children could make a recording of their reading.</p> <p>Children re-order several sentences from an extract of a familiar story. Alternatively they match paragraphs of three to four sentences to pictures of the story.</p> <p>Children read an information leaflet about a place to visit and extract information to show understanding. This could be in response to questions, a fact file to complete, true or false statements (all in English).</p>
<p><b>Writing</b></p> <p>Design a poster encouraging people to save the planet</p> <p>Children produce a leaflet about their fashion show. Express opinions. This activity lends itself to group, pair or individual work and peer assessment of first draft.</p> <p>Children write a story adapting language to change eg description of character and setting.</p> <p>Create a minibook</p>	<p><b>Grammar</b></p> <p>Prepare individual presentations to describe their planet. They film their presentations and use self-assessment strategies to recognise progress and make suggestions for improvement.</p> <p>Provide children with a list of nouns, plural and singular, together with a list of adjectives. Children use these list to write a sentence e.g. I am wearing a blue coat and red boots</p> <p>Chant conjugations of two or three familiar verbs with gestures.</p> <p>Ask the children to listen to words and accurately identify which has the correct phoneme</p>	<p><b>Intercultural Understanding</b></p> <p>Popularity of comics in France and Belgium</p> <p>Study Senegal</p> <p>Display drawings of key monuments in Paris and give information about them</p>

## End of year expectations for listening, speaking, reading, writing and grammar.

	Arriving in Year 4	Arriving in Year 5	Arriving in Year 6	Arriving in Year 7
<b>Listening</b>	<p>Enjoy listening to songs, poems and stories.</p> <p>Listen carefully and identify familiar words in songs, poems and simple stories.</p> <p>Recognise, with confidence, numbers to 20 and know own birthday date e.g. 22 April</p> <p>Follow simple classroom instructions.</p>	<p>Continue to enjoy listening to songs, rhymes and stories.</p> <p>Identify specific phonemes, words and phrases.</p> <p>Recognise numbers 1 – 31 and multiples of 10 up to one hundred</p> <p>Listen to a short text using familiar vocabulary and answer simple questions in English.</p> <p>Respond to a wide range of classroom instructions.</p>	<p>Have the confidence to listen to longer texts that contain familiar and unfamiliar language and pick out some key points</p> <p>Identify specific sounds in familiar and unfamiliar words.</p> <p>Identify numbers confidently to 50 and beginning to become familiar with numbers to 100</p> <p>Enjoy the challenge of meeting unfamiliar language</p>	<p>Understand that some sounds and letter combinations need to be said and written differently from in English</p> <p>Listen to spoken foreign language for details and gist. Identify key points and some detail.</p> <p>Understand the main spoken points of a short text on a known topic that contains familiar and unfamiliar language.</p> <p>Follow a wide range of classroom instructions.</p> <p>Be confident and open to understanding very familiar language spoken by someone other than their teacher i.e. their new teachers in Y7</p>

<b>Speaking</b>	<p>Take risks when practising new language and understand that making accurate sounds in another language means they will have to make different mouth movements.</p> <p>Pronounce very familiar language with good pronunciation and intonation.</p> <p>Ask and answer questions on a limited range of topics such as age, where they live, and the date of their birthday, which they have practised regularly.</p> <p>Express likes and begin to express dislikes.</p>	<p>Join in speaking activities willingly and confidently.</p> <p>Recall simple vocabulary such as colours, parts of the body, animals and, with practice and support, begin to use this vocabulary to build sentences, e.g. I have brown eyes,</p> <p>Begin to use simple conjunctions e.g. I have brown eyes and black hair</p> <p>Use the negative to give answers to simple questions about likes/dislikes e.g. I don't like ....</p> <p>Can also use a wider range of verbs to express opinion such as love, hate, adore, detest.</p> <p>Ask and answer questions in 1st, 2nd, 3rd person singular.</p> <p>Begin to use pronouns</p> <p>Recite a few lines from a story, poem or song with good pronunciation</p> <p>Give a short presentation in a small group or with a partner e.g. a brief weather report, presentation about themselves, families, and hobbies.</p>	<p>Use spontaneously, a limited range of phrases and sentences to seek clarification and help.</p> <p>Pronounce and use the alphabet with increasing accuracy.</p> <p>Use simple conjunctions so that they can create more complex sentences.</p> <p>Have the vocabulary to give the opinions they want to express.</p> <p>Begin to understand and use future tense in spoken language.</p> <p>Perform a role-play, recite a short poem with confidence and with accurate pronunciation, using appropriate tone and intonation.</p> <p>Give constructive feedback to classmates.</p>	<p>Take part in a simple conversation, ask and answer questions and express opinions.</p> <p>Retrieve numbers up to 50 with accuracy and numbers up to 100 with reasonable accuracy</p> <p>Use spoken language confidently to initiate and sustain a simple conversation.</p> <p>Present simple information on a familiar topic to the class.</p> <p>Use peer- and self-assessment strategies to support language learning</p> <p>Recite a short piece of narrative from memory with increasing confidence, accuracy and expression.</p> <p>Use a range of questions and statements spontaneously to seek clarification and help.</p> <p>Understand the term 'conjugation' and what it means when looking at familiar verbs in the present tense</p>
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<b>Reading</b>	<p>Identify familiar words in a short text e.g. a short verse of a poem, two or three sentences taken from a familiar story or song, and give their meaning in English.</p> <p>Read aloud, as a class or group, a chorus or refrain from a familiar text displayed on the board.</p> <p>Read aloud and understand a simple conversation with a partner that uses familiar language.</p>	<p>Understand a short text using familiar language and be able to extract information to give simple answers in French and more complex answers in English.</p> <p>Follow a text displayed in the classroom at the same as listening to it.</p> <p>Read familiar words, phrases and short sentences aloud with good pronunciation and begin to apply phonic knowledge when meeting new words.</p> <p>Understand that symbols such as accents, cedillas and umlauts exist in the foreign language and that these affect the pronunciation of words.</p> <p>Begin to use a bilingual dictionary to check the meaning of new words</p>	<p>Work well with a partner to work out a short text containing familiar and unfamiliar language.</p> <p>Enjoy the challenge of working out the meaning of unfamiliar language.</p> <p>Read familiar words, phrases and short sentences aloud confidently and with accurate pronunciation and good intonation.</p> <p>Apply phonic knowledge when meeting new words.</p>	<p>Read aloud with increasing confidence, accuracy and expression and know that symbols such as accents, cedillas and umlauts exist in the foreign language, why they are used and what they do.</p> <p>Be willing to have a go at tackling the pronunciation of new and unfamiliar words, using phonic knowledge gained throughout KS2.</p> <p>Understand key points and some detail in short written texts in familiar contexts and be able to give simple answers in French and more complex answers in English.</p> <p>Understand key points in short written texts in unfamiliar contexts</p> <p>Find the meaning of new words by using a bilingual dictionary</p>
<b>Writing</b>	<p>Complete a simple gapped text by adding three or four familiar words.</p> <p>Write two or three sentences on a familiar topic using a writing frame and word bank</p> <p>Begin to write a few familiar words from memory and know that all attempts will be valued</p>	<p>Write a few sentences using words banks and writing frames for support.</p> <p>Begin to use pronouns.</p> <p>Write two to three simple sentences from memory and know how to apply strategies to help them with memorisation.</p> <p>Show willingness to have a go at writing new words using phonic knowledge</p>	<p>Write three or four sentences using word/phrase bank.</p> <p>Write more interesting sentences by adding one or two simple conjunctions</p> <p>Personalise a text by changing one or two elements</p> <p>Use a bilingual dictionary and word banks to check spelling</p> <p>Attempt to write two or three sentences from memory using familiar language.</p>	<p>Write a short text on a familiar topic using a model and adapting language already learnt to suit their own purposes.</p> <p>Writing reflects understanding of gender of nouns, forming the plural, word order, agreement of high frequency adjectives.</p> <p>Writing may also show some understanding of past and future tense.</p> <p>Use peer and self-assessment strategies to support language learning.</p>

<b>Grammar</b>	<p>Notice (where relevant) that the definite/indefinite article changes according to gender of noun.</p> <p>Notice differences in word order</p> <p>Begin to understand how to form the negative</p>	<p>Understand that the definite article/indefinite article changes according to the gender of noun and whether it is singular or plural.</p> <p>Place high frequency adjectives e.g. colour and size in the correct order and see that endings can change according to gender of the nouns they describe.</p> <p>Form the negative to give answers to simple questions about likes/dislikes e.g. I don't like .... with increasing accuracy.</p> <p>Ask and answer questions in 1st, 2nd, 3rd person singular.</p> <p>Begin to use pronouns</p>	<p>Explain confidently the word order for familiar adjectives</p> <p>Adapt endings to familiar adjectives with increasing accuracy</p> <p>Start to apply correct endings to a few possessive articles</p> <p>Create simple sentences about the future.</p> <p>Have some understanding of the term 'conjugation' and what it means when looking at familiar verbs in the present tense</p> <p>Explain with confidence how to form the negative in simple sentences</p>	<p>Understand the importance of gender in singular and plural nouns and check gender in a bilingual dictionary</p> <p>Show some understanding of past and future tense in spoken and written work</p> <p>Use high frequency adjectives with reasonable accuracy ie word order and endings</p> <p>Apply understanding of conjugation to two or three familiar verbs in the present tense</p>
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