Year 9 MFL- FRENCH

Progression Pathway	Content and Concepts (depth of understanding and application)	Skills Mastery
7 – 9	**LISTENING** Can understand longer passages or dialogues of approx. 125-150 words, which may contain a few unpredictable elements, a little slower than normal native speaker speed, and passages of familiar language at near-normal speed. Can infer meaning (from context or tone of voice) of a limited amount of unfamiliar language. **SPEAKING** Can initiate and ask a range of questions confidently and appropriately to extend conversations (2-3 minutes) with the teacher or peers, using the correct mode of address. Can give and understand some more developed responses on a range of topics, which go beyond personal, everyday issues, and may involve some abstract language. **READING** Can understand longer texts of approx. 150-200 words, which may contain some unpredictable elements. Texts may include different time frames, points of view (opinions, reasons and justifications) drawn from a range of topic areas, including those studied in previous years. **WRITING** Can write extended pieces of several paragraphs from memory drawing on a greater variety of topic areas, including those studied in previous years. Can write using more complex structures (e.g. subordinate clauses, sentences with multiple tenses, relative clauses) with some errors, as well as accurately using less ambitious sentences, to express their own ideas and opinions confidently and in a varied and interesting way. Can translate a paragraph into the FL, drawing on language from previous topic areas, as well as the most recent. **GRAMMAR** Can form the imperative. Can use direct object pronouns, with direction. Can use a range of conjunctions (eg parce que, que, si où, quand, puisque, bien que) Can understand demonstrative adjectives and pronouns (eg ce,cette,ces/celui,celle,ceux,celles).	Can note short phrase answers in the FL which communicate with a reasonable degree of accuracy. Can use the FL to ask and answer questions about the learning in most situations. Can adapt learnt language to express new personal meanings, including when using a variety of structures. Can use mostly good pronunciation and intonation when reading aloud a variety of types of written text, including literary texts. Can use a dictionary and/or online verb conjugator to include new verbs into his/her own written work with consistent success. Can differentiate between several possible meanings to select the most appropriate translation with some success.
6 – 8	**LISTENING** Can understand longer passages or dialogues of approx. 100 words, which may contain a couple of unpredictable elements, but are delivered clearly and at slower than normal native speaker speed. Can infer meaning (from context or tone of voice) of individual unfamiliar words. **SPEAKING** Can take part in multi-exchange conversations on familiar topics, including those covered in previous years, constructing questions independently (using the correct mode of address). Can construct responses independently, using a variety of vocabulary and structures. **READING** Can understand longer texts of approx. 100 - 150 words, which may contain a few unpredictable elements. Texts may include a range of time frames and other key structures (modals, a variety of 2-clause utterances, comparatives, superlatives, etc) drawn from several topics, including those from previous years of study. **WRITING** Can write text of several paragraphs from memory, using a variety of structures to express facts, ideas, opinions, reasons and justifications, and ask questions. Can translate a short paragraph into the FL, using a range of structures including different time frames, and vocabulary from 4-5 topic areas. **GRAMMAR** Can select and form the correct time frame when using language met in class, albeit with some errors. Can use several modal verb + infinitive constructions to express own meanings. Can use a variety of negative forms. Can use comparative and superlative forms. (plus..que/moins..que/le plus/le moins/le meilleur/le pire)	Can pronounce consistently well when reading aloud, including unfamiliar language. Can use a dictionary and/or online verb conjugator to include new verbs into his/her own written work with some success. Can manipulate language structures encountered in the lesson accurately, and combine those with new elements to produce new meanings. When writing to express their own ideas and opinions, the meaning is almost always clear. Can hear or read and identify the meaning of at least 70 non-cognate words, including abstract and concrete ideas.
5 – 7	**LISTENING** Can understand and extract the essential information from passages or dialogues of approx. 80 words, spoken clearly and more slowly than normal native speaker speed, containing predictable information. **SPEAKING** Can interact confidently within the familiar context of 4-5 topics covered; this includes asking a range of questions independently, selecting the correct mode of address. **READING** Can understand texts of approx.80 words, containing predictable information. Texts may include a range of structures including a range of time frames, and vocabulary from four-five familiar topics. Texts may be varied in style and purpose, e.g. informative, narrative, descriptive. **WRITING** Can write from memory at greater length (e.g. 60-75 words) on one topic. Can use more than one time frame, and produce extended sentences that follow on from each other logically. **GRAMMAR** Can use nouns and adjectives accurately in most situations. Can form the past tense with regular and key irregular verbs. There will still be errors in tense choice and formation when writing freely. Can use some modal verbs, including in combination with infinitives. Can use reflexive verbs in a limited context, e.g. daily routine.	Can translate a short paragraph into the FL, drawing on known language from recent topics. Can recall and use at least 20 verbs. Can hear or read and identify the meaning of at least 50 non-cognate words, covering mainly concrete ideas. Can recall promptly and say accurately at least 50 non-cognate words and 70 cognate words.
4 – 6	**LISTENING** Can understand passages or dialogues of approx. 50 words, spoken clearly and more slowly than normal native speaker speed, containing predictable information. **SPEAKING** Can ask and answer using an increased number of chunks and phrases across 3-4 topics, using formal and informal modes of address. **READING** Can understand texts of approx. 50 words containing predictable information. Sentences may have more than one clause (including reasons for opinions), and texts draw on a range of vocabulary and structures from two - three familiar topics, which could include two time frames. **WRITING** Can write short paragraphs from memory on two-three topics with good accuracy. Can adapt known structures to add own elements, which may produce more inaccuracy, to express a range of simple, yet personal, ideas and opinions. **GRAMMAR** Can use nouns and adjectives correctly. Can form the immediate future tense. Can use question words with more confidence to frame questions spontaneously. Can use connectives in a variety of contexts, to extend sentences.	Can recall and use at least 15 verbs. Can hear or read and identify the meaning of at least 40 non-cognate words. Can recall promptly and say comprehensibly at least 40 non-cognate words and 50 cognate words. Can translate short sentences into the FL, containing language drawn from two-three topics. Can use a dictionary with some success to add new language. Can use a verb conjugator or verb table in the present tense.

3 – 5	**LISTENING** Can understand the details in a short passage or dialogue (approx. 30 words, 3-5 utterances) on a few familiar topics with predictable information contained in simple sentences, spoken slowly and clearly. **SPEAKING** Can ask and answer pre-learned, memorised questions, which may involve formal and informal modes of address. Can adapt familiar question forms to vary questions, with some hesitation. **READING** Can understand the main details in a short factual text or texts (approx. 35 words each) on a few familiar topics with predictable information contained in simple sentences with mostly familiar language. **WRITING** Can write a paragraph from memory made up of short sentences using taught language on a few topics. Spelling from memory may have some inaccuracy. May not yet understand fully how sentences are formed grammatically. **GRAMMAR** Can use subject pronouns and present tense verbs (regular and key irregular (eg être/faire) to generate sentences independently. Can use simple negatives. Can use known question forms confidently, and is beginning to substitute to vary questions. Can use simple connectives, qualifiers, adverbs of frequency, numbers and time expressions. Can use possessive adjectives (mon,ma,mes, ton,ta,tes,son,sa,ses)	Can recall and use at least 10 verbs. Can hear or read and identify the meaning of at least 30 non-cognate words. Can promptly recall and say comprehensibly the correct form of at least 40 cognate words and at least 25 non-cognate words. Can appreciate the need to change the infinitive verb to create the desired meaning.
2 – 4	**LISTENING** Can understand a short passage made up of familiar words and basic phrases concerning self, people, places or simple actions when people speak slowly and clearly. **SPEAKING** Can ask and answer simple questions on a few very familiar topics, including expressing opinions and responding to those of others. **READING** Can understand a short text made up of short sentences with familiar language on a familiar topic. **WRITING** Can write a short, simple text from memory, using simple sentences from one familiar topic with reasonable spelling. **GRAMMAR** Can use high-frequency verb forms, nouns, articles and adjectives to form simple sentences. Can use gender and articles (singular and plural), showing knowledge of the patterns learnt. Can use the verbs 'être' and 'avoir' in several different contexts. Can use the subordinating connectives (parce que) and some may be able to use 'qui'.	Can use a dictionary or word list to look up unknown nouns and adjectives, check the gender of nouns and the spelling of familiar words. Can demonstrate a basic repertoire of words and phrases related to people, places, things and simple actions.
1 – 3	**LISTENING** Can understand the main points of a short spoken passage made up of a few familiar words and phrases, delivered slowly and clearly. **SPEAKING** Can ask and answer simple questions on the current topic. Can adapt models successfully to give own information, including simple opinions, substituting individual words. **READING** Can understand familiar words and very simple sentences, for example on notices and posters. **WRITING** Can write words, phrases and short simple sentences from his/her repertoire from memory with understandable spelling. **GRAMMAR** Can use 1st, 2nd and 3rd person singular forms of a few regular -er verbs in the present tense (with the support of a frame).	Can change a range of single elements in sentences to create new sentences. (e.g. change the noun or adjective or verb or qualifier) Can use alphabetical order confidently. Can recognise and use the main dictionary codes for nouns. Can find the meanings of new nouns.