



## Year 7 French

### Age Related Expectations

All children are assessed against the Age Related Expectations (ARE) within the different curriculum subjects. The ARE's are taken from the National Curriculum but are consolidated to reflect what we expect of a child. For example, three or four national curriculum targets might be summarised in one ARE. Judgements are generally based on a variety of different sources but will generally be a combination of on-going formative assessment in class, book work and formal summative testing.

At Ferndown Middle School, children will have fun learning about a wide range of topics from animals, to French speaking countries (especially Mauritius), to school, to family, to sport, leisure and holidays. Learning a foreign language can help children understand their own language and make it easier to learn others. They develop 4 skills: listening, reading, speaking and writing. Speaking more than one language increases their brain capacity and they have a better memory too. It's an impressive achievement to speak a foreign language and they will have better options for their future!

	Key Performance Indicators	Age Related Expectations
<b>Listening</b>	<ul style="list-style-type: none"> <li>- Understand phrases from longer dialogues / extracts.</li> <li>- Transcribe single words and phrases with accuracy.</li> </ul>	By the end of Y7, a child should be able to understand familiar vocabulary in listening exercises – they are able to pick out key vocabulary such as nouns, opinions, verbs and time.
<b>Speaking</b>	<ul style="list-style-type: none"> <li>- Say a variety of phrases, including opinions and justifications, manipulating language with accuracy, increasingly from memory.</li> </ul>	A child should be able to say a variety of phrases using familiar language such as describing animals, weather and school increasingly using connectives, opinions and justifications.
<b>Reading</b>	<ul style="list-style-type: none"> <li>- Read a longer passage, sometimes containing unfamiliar language, and pick out key details.</li> <li>- Provide a largely accurate English translation of a short paragraph,</li> </ul>	A child should be able to read increasingly longer passages, picking out key vocabulary and using a variety of skills to understand unfamiliar vocabulary eg using previous knowledge, cognates and a bilingual dictionary.
<b>Writing</b>	<ul style="list-style-type: none"> <li>- Write a short paragraph with a variety of language and structure, including justified opinions and a variety of verbs, using resources, with increasing accuracy.</li> <li>- Translate a variety of sentences into the foreign language with accuracy, increasingly from memory.</li> </ul>	By the end of year 7, a child should be able to use some key – er verbs, in the 'je', 'il' and 'ils' forms. They should be able to conjugate -er verbs fully with increasing confidence. They use this knowledge to translate sentences into the French with increasing accuracy, using resources or increasingly from memory.
<b>Vocabulary and Grammar</b>	<ul style="list-style-type: none"> <li>- Use and manipulate a variety of structures and patterns, with accuracy, using resources but increasingly from memory eg. adjectives, verbs.</li> <li>- Use accurate grammar, spelling and punctuation, with accuracy, using resources but increasingly from memory.</li> </ul>	A child should be able to use verbs, adverbs of place, a variety of masculine and feminine nouns and adjectives of colour and size. They are able to use the correct word order for adjectives and make adjectives agree with the noun depending on whether the noun is masculine, feminine or plural. They are able to manipulate language with increasing success and accuracy eg conjugating –er verbs.